

# Ben Davis Ninth Grade Center



Curriculum Guide  
2019-2020  
MSD Wayne Township

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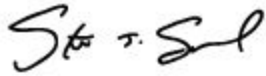
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## Principal's Message

I want to welcome you to the Ben Davis Ninth Grade Center. Your freshman year is the most important year in high school. This is going to be a very exciting year for you. You will find the Ninth Grade Center to be both inspiring and challenging. Through our career-focused academies you will take a first look at what your options after high school look like and begin to plan for post-secondary education and training possibilities that match with your potential career choice. The course work you complete will be both rigorous and meaningful to building a successful future for yourself. The goal of our staff is to have you and every other student at the Ninth Grade Center on-track to graduate by earning no less than 12 credits by the end of your freshman year.

Together we will work hard to help you achieve all of your goals. The staff at the Ninth Grade Center is creative, resourceful, and focused on your success. That success is also dependent on the effort that you give. Do your very best at everything you do. Ask for help, put in the extra effort, and make sure that you take every opportunity to build a successful start to your high school career.  
Have an outstanding year!



Principal  
Ben Davis Ninth Grade Center

## Mission Statement of MSD Wayne Township

The mission of the MSD of Wayne Township, a partnership of students, staff, and community, is to ensure all students acquire and apply knowledge, skills, processes, and values, to become life-long learners and contributors in a democratic society through a comprehensive program of outstanding quality, which enables them to develop to their potential.

## Mission Statement of Ben Davis Ninth Grade Center

The mission of the Ben Davis Ninth Grade Center is to insure that all students at the completion of their ninth grade year will be on-track for a Core 40 , Technical Honors or Academic Honors diploma by:

- being prepared to pass the End of Course Assessments
- earning a minimum of 12 credits
- being prepared for rigorous coursework in the tenth grade and beyond

## Student Services Department

Each guidance counselor is assigned to your Academies. They will assist those students and families with whatever their concerns might be. Counselors provide regular services to aid students with academic, behavioral, career and personal interests and choices.

## Graduation Requirements

The requirements for graduation from high school as established by the Indiana Department of Education the MSD Board of Education include:

1. A student shall complete 45 credits of high school work. The 45 credits must include 28 credits of required work and 17 credits of electives.
2. Students must attend seven semesters in grades 9-10-11-12.
3. The student must pass the required portions of Indiana’s End of Course Assessments to receive a diploma.
4. Students may earn a maximum of 8 credits each semester in 5 of the 7 Academies. 2 Academies allow students the opportunity to earn 9 credits each semester. Credit deficient students may be given alternative opportunities to earn additional credit as needed.
5. Students are generally expected to graduate with their originating class. Students who fail to do so will be evaluated and a further educational plan will be determined.
6. Course requirements must be met.

## Additional Graduation Stipulations

	Diploma/Certificate	Ceremony
Earned all Credits and Passed ECAs	Core 40 Diplomas	Yes
Earned all Credits but Failed ECAs	General Diploma	Yes
Failed to Earn Required Credits but Passed ECAs	No	No
Failed to Earn Required Credits and Failed ECAs	No	No

# INDIANA CORE40

## Course and Credit Requirement

<b>English/Language Arts</b>	<b>8 credits</b> Including a balance of literature, composition and speech.
<b>Mathematics</b>	<b>6 credits</b> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II and III for 6 credits</i> All students must complete a math or physics course in the junior or senior year
<b>Science</b>	<b>6 credits</b> 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: Any Core 40 science course
<b>Social Studies</b>	<b>6 credits</b> 2 credits: US History 1 credit: US Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
<b>Directed Electives</b>	<b>5 credits</b> World Languages Fine Arts Career-Technical
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>Electives*</b>	<b>6 credits</b> (Career Academic Sequence Recommended)

## 40 Total State Credits Required

Schools may have additional local graduation requirements that apply to all students.

\*Specifies the number of electives required by the state. High school schedules provide for many more electives during the high school years. All students are strongly encouraged to complete a Career Academic Sequences (selecting electives in a deliberate manner) to take full advantage of career exploration and preparation opportunities.



### **With Academic Honors (*minimum of 47 credits*)**

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
  - A. Complete AP courses (4 credits) and corresponding AP exams
  - B. Complete IB courses (4 credits) and corresponding IB exams
  - C. Earn a combined score of 1250 or higher on the SAT critical reading and mathematics
  - D. Score a 26 or higher composite on the ACT
  - E. Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits)
  - F. Complete a combination of an AP course (2 credits and corresponding exam) or an IB Standard Level course (2 credits and corresponding exam) and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits)



### **With Technical Honors (*minimum of 47 credits*)**

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Complete a career-technical program (8 or more related credits).
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of “B” or better.
- Recommended: Earn 2 additional credits in mathematics and 4-8 credits in world languages for four year college admission.
- Complete two of the following, one must be A or B:
  - A. Score at or above the following levels on WorkKeys: Reading for Information - Level 6; Applied Mathematics - Level 6; Locating Information - Level 5
  - B. Complete dual high school/college credit courses in a technical area (6 college credits)
  - C. Complete a Professional Career Internship course or Cooperative Education course (2 credits)
  - D. Complete an industry-based work experience as part of a two-year career-technical education program (minimum 140 hours)
  - E. Earn a state-approved, industry-recognized certification

## Definitions

**Athletic eligibility** - Students in Grade 9 must be passing 6 out of 8 classes. Students must be passing five classes/credits in the preceding and current quarter to be eligible to participate in a sport at Ben Davis High School. Grades are evaluated on a 9-week grading period basis.

**Common assessments** - Assessments given throughout the semester to determine if students are mastering the Indiana State Standards.

**Credit** - credits is earned by the satisfactory completion of a semester's work.

- Assigned - Classes/credits a student is assigned based upon ISTEP scores.
- Required - Classes/credits each student must take and pass in order to graduate.
- Electives - Classes/credits students choose to take and are not required for graduation.

**Credit recovery** - If a student is failing multiple classes at any point during the semester, they are taken out of an elective class and placed into the credit recovery program in order to earn lost credits in a core class. Students are required to complete missing assignments and take the common assessments.

**Cumulative GPA** - This is calculated based on all completed semesters of course work using the following formula: (Total number points earned).

Example:

9 <sup>th</sup> Grade Fall GPA	2.83
Spring	2.83
10 <sup>th</sup> Grade GPA	2.50
Spring	2.33
<b>Total</b>	<b>10.49</b>
Divided by 4	2.62 Cumulative GPA

**Grade weighted honors courses** - These are courses that are advanced level. Students enrolled in these courses have their GPA adjusted upward, meaning the grade points for each class is higher. These classes are denoted with an H or pre-advanced placement title.

**Grading period** - A grading period is nine weeks, two per semester.

**Graduation Qualifying Examination** - Also known as the GQE, students take this exam as sophomores to determine whether or not they receive a diploma or a certificate of graduation.



**Pre-Advanced placement** - A rigorous and advanced curriculum developed by the College Board that prepares students for Advanced Placement courses. Students in advanced placement courses on the high school level can take exams and earn college credit.

**Prerequisite** - A prerequisite is a course or grade level that must be completed before certain other courses may be taken. All courses and grade-level course prerequisites must be followed.

**Progress report** - In the middle of each grading period, students receive progress reports from their teachers. These reports serve to alert parents of their student's progress.

**Semester** - A school year is divided into two 18 - week semesters at Ben Davis.

**Transcript** - The student's semester grades, attendance, and standardized test scores are recorded. This document is the student's official high school record.

## Grade Reporting

Students will receive an **Academic Education** grade (letter grade) which will reflect their knowledge/skills of the Indiana Academic Standards or district curriculum for each subject area. Assessment data accumulated throughout the course will be used to calculate Grade Point Average. All classroom assessments, assignments (including homework), and activities will be directly linked to the Indiana Academic Standards. Grades accumulate over the course of the semester.

<b>A</b>	<b>(Exemplary)</b>	<b>Excellent</b>	<b>(93-100)</b>
<b>A-</b>	<b>(Exemplary)</b>	<b>Excellent</b>	<b>(90-92)</b>
<b>B+</b>	<b>(Proficient)</b>	<b>Very Good</b>	<b>(87-89)</b>
<b>B</b>	<b>(Proficient)</b>	<b>Very Good</b>	<b>(83-86)</b>
<b>B-</b>	<b>(Proficient)</b>	<b>Good</b>	<b>(80-82)</b>
<b>C+</b>	<b>(Progressing)</b>	<b>Satisfactory</b>	<b>(77-79)</b>
<b>C</b>	<b>(Progressing)</b>	<b>Satisfactory</b>	<b>(73-76)</b>
<b>C-</b>	<b>(Progressing)</b>	<b>Satisfactory</b>	<b>(70-72)</b>

### **F Failure**

- The student has not achieved a passing mark.
- It is in the best interest of the student to undertake further work in order to become ready for subsequent subjects, courses,

### **I Incomplete**

- Student has been granted additional time to complete required work before a permanent grade is determined. Unless there are extenuating circumstances, work must be made up within a month.

### **WF Withdrawn/Failing**

### **R Repeating a Course**

- A student must repeat a course that is required for graduation. A student may repeat a course in which he or she previously earned a C+ or below.
- When repeating a course already passed, the better of the two grades will appear on the transcript and count toward the cumulative GPA and class rank.
- When repeating a failed course, the passing grade will appear on the transcript and count toward the cumulative GPA and class rank. However the grade of “F” or “WF” will be changed to an “R” and will remain on the transcript.

### **Credit Recovery**

- When students are failing multiple classes, they are removed from an elective and placed in credit recovery in order to focus on core classes/credits.

## Awards and Recognitions

Each nine weeks, students are honored with certificates and other celebratory activities for achieving academic excellence based upon grade point averages. Their names are also published in the Ben Davis Ninth Grade Center newsletter.

**Regular Honor Roll - 3.0 - 3.74**

**High Honor Roll - 3.75 - 3.99**

**Straight As**

**Giant Club**

**Top 100 (at semester 1)**

**Top 30 (at the end of the school year)**

## Evening of Excellence

This ceremony is held in May of every year. Students are recognized by their teachers with various awards, such as: content area awards, citizenship, most improved, non-team/related arts award, guidance awards and the principal's award.

## Ben Davis Ninth Grade Center Honor Society

In order for a student to be invited to become a member of the Ben Davis Ninth Grade Center Honor Society, he/she must have at least a 3.5 GPA and be confirmed by the Ninth Grade Center staff based upon the characteristics of Character, Leadership, Scholarship, and Citizenship. The selection for the Honor Society begins in February. Once selected, members have a responsibility to continue to demonstrate outstanding scholarship, citizenship, character, and leadership qualities.

## Legacy of Leadership

Students in the 8<sup>th</sup> grade at Chapel Hill Center and Lynhurst Center can complete an application to be considered for Legacy of Leadership. This organization consists of approximately 25 - 30 students that display good grades, excellent leadership skills and have the desire to participate as student ambassadors for the school year. They are involved in various activities such as: planning the school dances, organizing fund raising activities, giving building tours, and other school activities.

# CORE COURSE OFFERINGS

## Business

<b>Course Title: PREPARING FOR COLLEGE AND CAREERS</b>	
No. Credits: 1 Credit	Semester Offered: Fall
Prerequisite: None	
Diploma: Core 40, AHD, and THD Courses	
<p><b>Course Description:</b>            This course addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today’s choices on tomorrow’s possibilities. The course will be delivered using the latest technology such as cloud computing, various presentation software and tablet pc’s.</p>	

<b>Course Title: DIGITAL APPLICATIONS AND RESPONSIBILITY</b>	
No. Credits: 1 Credit	Semester Offered: Spring
Prerequisite: None	
Diploma: Core 40, AHD, and THD Courses	
<p><b>Course Description:</b>            Digital applications and responsibility is a business course that prepares students to use computerized devices and software programs to effectively handle communication-related school assignments and to develop communication competencies needed for personal and professional activities after graduation. Students will learn the capabilities and operation of high-tech hardware and software and will develop proficiency using a variety of computer input and output technologies including touch keyboarding, speech recognition, and handwriting recognition. Knowledge of hardware, software, and input and output proficiencies will be applied to communication situations that require problem solving and critical thinking. This course will also focus on being digitally responsible in society today.</p>	

## Health and PE

<b>Course Title: HEALTH</b>	
No. Credits 1 Credit	Semester Offered: Fall or Spring
Prerequisite: None	
Diploma: Core 40, AHD, and THD Courses	
<b>Course Description:</b> This course meets the Indiana Standards based curriculum for High School Health & Safety course work. The one semester course introduces an in depth look at Physical, Mental, Social and Financial Health. Additional emphasis is placed on drugs of abuse, human growth and development, depression, suicide and physical, mental, and social forms of abuse.	

<b>Course Title: PE 1</b>	
No. Credits 1 Credit	Semester Offered: Fall or Spring
Prerequisite: None	
Diploma: Core 40, AHD, and THD Courses	
<b>Course Description:</b> This is the entry level course for one of two required physical education graduation credits. This course is required of all students and awards one credit for successful completion of the class. It is centered on a fitness based curriculum using our cardiovascular and strength training facility, as well as our outdoor and indoor sporting facilities. Students will participate in lifetime fitness activities/games, to promote their physical well-being. PE I is also the prerequisite for additional classes including Advanced PE offered only to students participating in Ben Davis athletics.	

## Language Arts

<b>Course Title: ENGLISH 9 1-2</b>	
No. Credits: 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: None	
Diploma: Core 40, AHD, and THD Courses	
<b>Course Description:</b> Literature instruction focuses on opportunities to respond critically, reflectively, and imaginatively to World Literature, including major authors and cultures from Europe, America, Ancient Greece, Asia, and other world civilizations. In their studies, students will read and experience various literary genres, such as short story, drama, poetry, epic poetry, the novel, and the essay. Students will distinguish how each genre contributes to the message from the author. The Composition component of language arts provides students with opportunities to write for various audiences and purposes. Students identify and employ various elements to good writing in well-organized descriptive, expository, persuasive and narrative writings. The study of grammar, usage, and language mechanics is integrated into the study of writing. Students are encouraged to use Modern Language Association (MLA) guidelines in formulating their compositions.	

<b>Course Title: ENGLISH 9 PRE-AP 1-2 (Honors)</b>	
No. Credits: 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: Recommend B- or higher in Language Arts 8	
Diploma: Core 40, AHD, and THD Courses	
<b>Course Description:</b> Pre-AP English Language and Composition is a course that follows the College Board Entrance Examination Guidelines to prepare students for Advanced Placement English. Students who want to take this class should have at least an A or B in Language Arts, a strong grammar background, and excellent essay writing skills. Nearly all of the assessments are timed essays. Students will read a wide range of demanding classic and contemporary works from various cultures. In studying writers ranging from Shakespeare, Homer, and Poe, students will develop their critical reading and thinking skills. Writing assignments will include frequent analytical and reflective responses to literature and various narrative, expository, and persuasive essays. Students will also be expected to participate fully in class discussions and make presentations. Students will make use of technological resources both in researching and in producing their papers. Upon arrival to class at the beginning of the fall semester, students should have read the following novel during the summer: <u>Lord of the Flies</u> by William Golding	

<b>Course Title: LANGUAGE ARTS LAB</b>	
No. Credits: 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: Administration Placement	
Diploma: Core 40, AHD, and THD Courses	
<p><b>Course Description:</b>  The English 9/Language Arts Lab is a course designed for those students who need additional, intensive instruction in reading comprehension and writing. Students will learn a variety of reading strategies and increase their base vocabulary. They will increase their writing skills by completing several short and long writing assignments. They will be evaluated throughout the course using Acuity and other assessments. Students are assigned to this course by Administration.</p>	

## Mathematics

<b>Course Title: ALGEBRA I, 1-2</b>	
No. Credits: 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: None	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> This class meets every other day and focuses on Algebra topics that correlate with the Priority Standards for a 1 <sup>st</sup> year Algebra class. The TI-30X calculator is required for this course. Students will take the ISTEP+ Grade 10 Mathematics at the end of their Sophomore year.	

<b>Course Title: ALGEBRA ENRICHMENT</b>	
No. Credits: 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: Administration Placement	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> This class meets every day and focuses on Algebra topics that correlate with the Priority Standards for a 1 <sup>st</sup> year Algebra class, with an emphasis on the district's Priority Standards. The TI-30X calculator is required for this course. Students are assigned to this course by Administration.	

<b>Course Title: Geometry</b>	
No. Credits: 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: Credit for Algebra I 1-2	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> Geometry provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of angles, lines, triangles and other polygons, circles, trigonometric ratios, planes, and spatial drawings.	



## Science

<b>Course Title: ADVANCED LIFE SCIENCE (Honors)</b>	
No. Credits: 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: Biology Honors	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> This course is designed for the study of structure and physiology of invertebrate and vertebrate animals. It is centered around extensive laboratory work in microscopy, dissection, and the study of major systems of animals and environmental and health issues. In-depth and accelerated course in Zoology.	

<b>Course Title: BIOLOGY I, 1-2</b>	
No. Credits 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: None	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> Biology I involves a study of the structures and functions of living organisms and their interactions with their environment through laboratory investigations. In Biology I, students will learn how scientists make discoveries by practicing the scientific method during lab experiments. In addition, students will study ecology, biochemistry and cell biology. In Biology 2, students will further their learning in the fields of reproduction, heredity, and evolution.	

<b>Course Title: BIOLOGY I, 1-2 HONORS</b>	
No. Credits 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: Recommend B- or higher in Science 8	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> Biology I involves a study of the structures and functions of living organisms and their interactions with their environment through laboratory investigations. In Biology I, students will learn how scientists make discoveries by practicing the scientific method during lab experiments. In addition, students will study ecology, biochemistry and cell biology. In Biology I-2 Honors, students will further their learning in the fields of reproduction, heredity, and evolution. This is an accelerated class that will move at a rapid pace in order to learn Biology topics in greater depth and learn material that goes beyond the State Standards.	

## Social Studies

Course Title: <b>WORLD HISTORY 1- 2</b>	
No. Credits: 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: None	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> <i>World History</i> will cover the nine state standards with topics such as; beginnings of human society, culture hearths, ancient civilizations, the rise and development of Western Civilization, exploration, colonialism and imperialism, the Industrial Revolution, and global conflict.	

Course Title: <b>WORLD HISTORY 1- 2 Honors</b>	
No. Credits: 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: Recommend B- or higher in Social Studies 8	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> <i>World History Honors</i> is a course designed for students who want to improve their critical thinking, reading, and writing skills in order to prepare for future AP honors courses and college courses. The nine state standards cover topics such as; beginnings of human society, culture hearths, ancient civilizations, the rise and development of Western Civilization, exploration, colonialism and imperialism, the Industrial Revolution, and global conflict. This course requires a great deal of reading and writing. Additionally, you will also be expected to devote time outside of the classroom to complete assignments, projects, and homework. Prerequisite for 2/Spring: passing 1/Fall World History Honors.	

<b>Course Title: ADVANCED PLACEMENT (AP), WORLD HISTORY 1- 2</b>	
No. Credits: 2 Credits	Semester Offered: 1/Fall2/Spring
Prerequisite: Recommend B or higher in Social Studies 8 AND English 8	
Diploma: Core 40, AHD, and THD Course	
<p><b>Course Description:</b>  The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. The course will prepare students to take the Advanced Placement World History Examination offered in the spring.</p>	

# ELECTIVE COURSE OFFERINGS

## Art

<b>Course Title: INTRODUCTION TO 2-D ART</b>	
No. Credits: 1 Credit	Semester Offered: Fall or Spring
Prerequisite: None	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> Students taking Introduction to 2-Dimensional Art will engage in learning experiences that encompass art history, art criticism, aesthetics, and art production. The primary emphasis of this class will be basic drawing skills and the development of the students' problem solving skills. This class is a prerequisite to other art classes.	

<b>Course Title: INTRODUCTION TO 3-D ART</b>	
No. Credits: 1 Credit	Semester Offered: Fall or Spring
Prerequisite: None	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> Students taking Introduction to 3-Dimensional Art will engage in learning experiences that encompass art history, art criticism, aesthetics, and art production. The primary emphasis of this class will be basic building, sculpting, and problem solving skills.	

## AT&T Learning Lab

<b>Course Title: ATT LEARNING LAB</b>	
No. Credits: 1 Each Semester	Semester Offered: 1 Fall / 1 Spring
Prerequisite: None	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> This is an on-line elective where students have the ability to choose from several different on-line elective courses. The unique structure of this class allows students to access their classes at any time as long as they have internet access. The students will have every assignment, quiz and test at their disposal from the first day in the class. The students will be able to work on these assignments at their own pace. This allows motivated students the ability to earn more than one credit in a semester. Some of the courses offered are: Etymology, Life Science, Earth Space Science, Physical Science, Short Stories, Novels and others.	

## AVID

<b>Course Title: AVID (Advancement via Individual Determination)</b>	
No. Credits: 1 Each Semester	Semester Offered: 1 Fall / 1 Spring
Prerequisite: Application, Interview, Selection	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> This course is for students that have filled out an application, gone through an interview process, and have been selected by a group of Wayne Township educators. AVID is designed to provide academic support and structure for students who's GPA may fall within a 2.0 to 3.5 range, have strong intentions of attending a four-year college/university, and may be a first generation college student. Cornell note-taking, study skills, tutoring sessions, writing instruction, binder organization, guest speakers, and college visitations are part of the AVID curriculum.	

## Performing Arts

The Music Department at the Ben Davis Ninth Grade Center offers a variety of learning and performance opportunities. Students will be exposed to all styles of music through large and small ensembles, and be provided opportunities for solo development.

The U.S. Department of Labor issued a report urging schools to teach for the workplace of the future. The skills they called for of cooperation, teamwork, communication, creative thinking, self-esteem, imagination and invention - are precisely those that are stressed in a well-rounded music education program.

- Music teaches flexibility and the ability to learn new things.
- Music develops concentration and focus
- Music fosters the ability to work alone and with others.
- Music allows students to formulate the problems and projects along with solutions.
- Music develops the ability to observe very carefully, evaluate and revise.
- Music promotes creativity, self-actualization, the joy of creative expression and personal response.
- Music provides affirmation and helps to develop enhanced self-esteem and self-confidence.

Course Offerings include:

- Advanced Orchestra
- Intermediate Orchestra
- Brass and Percussion Section 1
- Woodwinds and Percussion Section 2
- Woodwinds Section 3
- Brass Section 4
- Jazz Band
- Fall/Winter Guard
- Preview Choir
- Mixed Chorus
- Girls Chorus

- **Instrumental Electives**

*Placement is determined through an audition assessment, successful completion of the grade 8 Wayne Township band or orchestra curriculum and teacher recommendation. Students from outside the district must audition for placement. Placement is based on playing ability, citizenship, and instrumentation.*

<b>Course Title: BRASS AND PERCUSSION SECTION 1</b>	
No. Credits: 2 Credits	Semester Offered: Fall and Spring
Prerequisite: Placement is based on playing ability, citizenship, and instrumentation.	
Diploma: Core 40, AHD, and THD Course	
<p><b>Course Description:</b>            Students taking this course are provided with a balanced comprehensive study of music that develops advanced skills in the psychomotor, cognitive, and affective domains. Performance and written activities are designed to develop advanced elements of musicianship including tone production, technical skills, intonation, music reading, listening, analyzing, and studying historically significant styles of music literature. Individualized and small group instruction reinforcing and developing fundamental instrumental techniques, most especially characteristic tone quality in each of the wind instrument families, will be the main focus of this course. A limited number of performances will be scheduled and attendance is required of all students. Performance grades will be given that are the equivalent of a final exam assessment for attendance, performance, and proper display of the uniform. Private study is highly recommended as a supplement for this course. The directors will provide students with referrals for local professional musicians for this purpose.</p>	

<b>Course Title: WOODWINDS AND PERCUSSION SECTION 2</b>	
No. Credits: 2 Credits	Semester Offered: Fall and Spring
Prerequisite: Placement is based on playing ability, citizenship, and instrumentation.	
Diploma: Core 40, AHD, and THD Course	
<p><b>Course Description:</b>            Students taking this course are provided with a balanced comprehensive study of music that develops advanced skills in the psychomotor, cognitive, and affective domains. Performance and written activities are designed to develop advanced elements of musicianship including tone production, technical skills, intonation, music reading, listening, analyzing, and studying historically significant styles of music literature. Individualized and small group instruction reinforcing and developing fundamental instrumental techniques, most especially characteristic tone quality in each of the wind instrument families, will be the main focus of this course. A limited number of performances will be scheduled and attendance is required of all students. Performance grades will be given that are the equivalent of a final exam assessment for attendance, performance, and proper display of the uniform. Private study is highly recommended as a supplement for this course. The directors will provide students with referrals for local professional musicians for this purpose.</p>	



<b>Course Title: WOODWINDS SECTION 3</b>	
No. Credits: 2 Credits	Semester Offered: Fall and Spring
Prerequisite: Placement is based on playing ability, citizenship, and instrumentation.	
Diploma: Core 40, AHD, and THD Course	
<p><b>Course Description:</b>  Students taking this course are provided with a balanced comprehensive study of music that develops advanced skills in the psychomotor, cognitive, and affective domains. Performance and written activities are designed to develop advanced elements of musicianship including tone production, technical skills, intonation, music reading, listening, analyzing, and studying historically significant styles of music literature. Individualized and small group instruction reinforcing and developing fundamental instrumental techniques, most especially characteristic tone quality in each of the wind instrument families, will be the main focus of this course. A limited number of performances will be scheduled and attendance is required of all students. Performance grades will be given that are the equivalent of a final exam assessment for attendance, performance, and proper display of the uniform. Private study is highly recommended as a supplement for this course. The directors will provide students with referrals for local professional musicians for this purpose.</p>	

<b>Course Title: BRASS SECTION 4</b>	
No. Credits: 2 Credits	Semester Offered: Fall and Spring
Prerequisite: Placement is based on playing ability, citizenship, and instrumentation.	
Diploma: Core 40, AHD, and THD Course	
<p><b>Course Description:</b>  Students taking this course are provided with a balanced comprehensive study of music that develops advanced skills in the psychomotor, cognitive, and affective domains. Performance and written activities are designed to develop advanced elements of musicianship including tone production, technical skills, intonation, music reading, listening, analyzing, and studying historically significant styles of music literature. Individualized and small group instruction reinforcing and developing fundamental instrumental techniques, most especially characteristic tone quality in each of the wind instrument families, will be the main focus of this course. A limited number of performances will be scheduled and attendance is required of all students. Performance grades will be given that are the equivalent of a final exam assessment for attendance, performance, and proper display of the uniform. Private study is highly recommended as a supplement for this course. The directors will provide students with referrals for local professional musicians for this purpose.</p>	

<b>Course Title: JAZZ BAND</b>	
No. Credits: 1 Credit	Semester Offered: Spring
Prerequisite: Placement is determined through an audition assessment and teacher recommendation. Placement is based on playing ability, citizenship, instrumentation and enrollment in a credited music class.	
Diploma: Core 40, AHD, and THD Course	
<p><b>Course Description:</b>  NGC Jazz Band rehearses during the Academy (homeroom) period. Students involved in this activity are provided with a balanced comprehensive study of jazz literature including swing, blues, Latin, and rock music that develops advanced skills in the psychomotor, cognitive, and affective domains. Performances are designed to develop advanced elements of musicianship including tone production, technical skills, intonation, improvisation, music reading, listening, analyzing, and studying historically significant styles of jazz music literature. Both large group (big band) and small group (combo) playing will be addressed in this course. Students will learn fundamentals of jazz improvisation including applied music theory; such as: how to interpret chord symbols and standard harmonic formulae. A limited number of performances will be scheduled and attendance will be expected of all students. Private study is highly recommended as a supplement for this course, most especially for rhythm section players: guitarists, pianists, bassists and drummers.</p>	

<b>Course Title: ADVANCED ORCHESTRA</b>	
No. Credits: 2 Credits	Semester Offered: Fall and Spring
Prerequisite: Placement is based on playing ability, citizenship, and instrumentation.	
Diploma: Core 40, AHD, and THD Course	
<p><b>Course Description:</b>  Students taking this course are provided with a balanced comprehensive study of music that develops advanced skills in the psychomotor, cognitive, and affective domains. Performance and written activities are designed to develop advanced elements of musicianship including tone production, technical skills, intonation, music reading, listening, analyzing, and studying historically significant styles of music literature. A limited number of performances will be scheduled and attendance is required of all students. Performance grades will be given that are the equivalent of a final exam assessment for attendance, performance, and proper display of the uniform.</p>	

<b>Course Title: INTERMEDIATE ORCHESTRA</b>	
No. Credits: 2 Credits	Semester Offered: Fall and Spring
Prerequisite: Placement is based on playing ability, citizenship, and instrumentation.	
Diploma: Core 40, AHD, and THD Course	
<p><b>Course Description:</b>  Students taking this course are provided with a balanced comprehensive study of music that develops intermediate skills in the psychomotor, cognitive, and affective domains. Performance and written activities are designed to develop intermediate elements of musicianship including tone production, technical skills, intonation, music reading, listening, analyzing, and studying historically significant styles of music literature. A limited number of performances will be scheduled and attendance is required of all students. Performance grades will be given that are the equivalent of a final exam assessment for attendance, performance, and proper display of the uniform.</p>	

<b>Course Title: FALL GUARD/WINTER GUARD</b>	
No. Credits: 1 or 2 Credits	Semester Offered: Fall and Spring
Prerequisite: Audition	
Diploma: Core 40, AHD, and THD Course	
<p><b>Course Description:</b>  Students are able to describe, analyze, interpret, and judge live and recorded dance performance of professional dancers and companies in the genre. Students become aware of the vocational opportunities in dance. January through March, students compete at contests featuring elaborately staged shows on gym floors.</p>	

- **Choral Electives**

*Placement is determined through an audition assessment, successful completion of Grade 8 Wayne Township choral curriculum and teacher recommendation. Students from outside the district must audition for placement. Placement is based upon singing ability, citizenship, and voice part.*

<b>Course Title: JUNIOR VARSITY SHOW CHOIR</b>	
No. Credits: 2 Credits	Semester Offered: Fall and Spring
Prerequisite: Placement is based on singing ability, citizenship, and voice part.	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> This is an advanced choir that is by audition only. Students in this choir will perform both as a show choir and a concert choir. There are <u>extra-curricular practices</u> for this ensemble as well as more performance opportunities than in a standard choir. Students with a desire to participate in the advanced choirs at Ben Davis High School are highly encouraged to audition for this choir. Students are required to pay an <u>extra fee</u> to cover costs of costumes, choreography, contest fees, and any additional costs.	

<b>Course Title: MIXED CHORUS</b>	
No. Credits: 2 Credits	Semester Offered: Fall and Spring
Prerequisite: Placement is based on singing ability, citizenship, and voice part.	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> This choir is a non-auditioned choir designed to continue the basic instruction of students in choral music. Students will learn to sing as an ensemble and develop music reading and theory skills. Performances are a part of the grades for this course along with written assessments. Students are required to pay \$45.00 for “fair share”.	

<b>Course Title: GIRLS CHORUS</b>	
No. Credits: 2 Credits	Semester Offered: Fall and Spring
Prerequisite: Placement is based on singing ability, citizenship, and voice part.	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> This choir is a non-auditioned choir designed to continue the basic instruction of students in choral music. Students will learn to sing as an ensemble and develop music reading and theory skills. Performances are a part of the grades for this course along with written assessments. Students are required to pay \$45.00 for “fair share”.	

## Science Elective

<b>Course Title: (PLTW)* PRINCIPLES OF THE BIOMEDICAL SCIENCES</b>	
No. Credits: 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: Recommend students with strong Science skills	
Diploma: Core 40, AHD, and THD Course (Fulfills the requirements of a Life Science course)	
<p><b>Course Description:</b> Principles of the Biomedical Sciences provide an introduction to this field through “hands-on” projects and problems. Student work involves the student human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart diseases, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life.</p> <p>Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide a scientific foundation necessary for student success ins subsequent Biomedical Science courses.</p>	

## Technology Electives

<b>Course Title: (PLTW)* INTRODUCTION TO ENGINEERING DESIGN 1-2</b>	
No. Credits: 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: Recommend students with strong math skills	
Diploma: Core 40, AHD, and THD Course	
<p><b>Course Description:</b>            Introduction to Engineering Design is an introductory course which develops students problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned and the equipment used is state of art and currently being used by engineers throughout the United States. This class is an approved Project Lead The Way course and is a grade weighted course. Opportunity to earn 3 dual credits from Ivy Tech.</p>	

<b>Course Title: Introduction to Design Processes 1-2</b>	
No. Credits: 2 Credits	Semester Offered: 1/Fall 2/ Spring
Prerequisite: None	
Diploma: Core 40, AHD, and THD Course	
<p><b>Course Description:</b>            This course will explore the technologies of construction, communications, manufacturing, transportation, and bio-technology and their applications in our modern world. There will be a strong emphasis on computer use and the application of math and science principles as used in the related technologies. Creative and “hands-on” activity occurs either through paperwork or on the computer.</p>	

## World Languages

Any student planning to attend a four-year college should plan to have no fewer than four semesters of a single World Language on their high school transcript.

<b>Course Title: FRENCH I/ GERMAN I/ SPANISH I</b>	
No. Credits: 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: Recommend students with strong English skills	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> These are two semester/two elective credit courses. This level of instruction introduces students to basic oral expression, vocabulary, grammar, and verb conjugations. Students are also introduced to the geography and culture of the language of study. All four language skills (listening, speaking, reading, & writing) are emphasized. To earn an Academic Honors Diploma at least 6 credits (with a grade of C or better) are required.	

<b>Course Title: FRENCH II/ SPANISH II</b>	
No. Credits: 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: Level I French and Spanish	
Diploma: Core 40, AHD, and THD Course	
<b>Course Description:</b> These are two semester/two elective credit courses. At this level, students continue their development of oral expression, vocabulary, and grammar. Reading, writing, speaking, and listening skills continue throughout the language sequence as well as more in depth study and analysis of the cultural aspects of the target language. To earn a CORE 40 Diploma, two credits of a World Language are encouraged. To earn an Academic Honors Diplomas, 6 or more credits (with a grade of C or higher) are required. <i>It is recommended a student should have completed Level I (both semesters) with a grade of B- or better prior to enrolling in a Level II course.</i>	

## Special Education Services

Indiana's special education rules are called "Article 7" and are found in the Indiana Administrative Code (511 IAC Article 7). Article 7 implements- in the State of Indiana- the federal Individuals with Disabilities Education Improvement Act (the **IDEIA**). Article 7 requires that each student with a disability between the ages of 3 and 22, enrolled in a public school, be provided with a Free Appropriate Public Education- sometimes called a **FAPE**.

The Ben Davis Ninth Grade Center offers a wide range of special education and related services to those students who qualify for such services. Each student that receives special services has an Individual Education Plan (**IEP**). The IEP is the written plan that is developed by the student's Case Conference Committee (**CCC**), and describes the special education and related services that will be provided to the student. The Committee is composed of the parent or guardian, student, special education teacher, general education teacher, related service providers if appropriate (e.g. an occupational or physical therapist) and a school representative. The committee meets at least once a year to develop, review and revise the student's IEP. Services included in the IEP can range from a teacher checking up on a student periodically, to direct service for large portion of the day.

There is some level of special services provided to eligible students on each of the seven academic teams at the Ninth Grade Center. The majority of eligible students receive services through a model known as "inclusion". **Inclusion** is when a student stays in the general education setting and a special services teacher come to the classroom. In such cases there will be two teachers in the general education class while the student is still working toward a Core 40, Technical Honors, or Academic Honors diploma. The standards based curriculum remains the same as any other general education class but the special education teacher is there to provide the services that were agreed upon by the CCC. These services might include having help with reading, redirection, re-teaching or other accommodations.

A more restrictive environment at the Ninth Grade Center which must be decided by the CCC and implemented per the student's I.E.P. are the **PULL-OUT** classes. The course descriptions for pull-out classes are as follows. Students who are enrolled in the following courses are eligible to earn a general diploma or certificate of completion.

The most restrictive environment at the Ninth Grade Center is the THRIVE program. The students are placed in the program per their IEP. Life Skills is a program designed for the moderately to severely handicapped students.



Course Title: <b>BASC</b>	
No. Credits 0 Credits	Semester Offered: Fall or Spring
Prerequisite: NONE	
Diploma: N/A	
<p><b>Course Description:</b>  In addition, there is a Behavioral Academic Support Center (BASC) that enables students to receive services outside of the classroom. The center provides a quiet place to complete work or engage in social skills training. Students usually utilize BASC as a resource for services but the CCC can recommend a student per IEP for more restrictive services.</p>	

Course Title: <b>ENGLISH 9 1-2 - PULL-OUT</b>	
No. Credits 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: NONE	
Diploma: General Diploma	
<p><b>Course Description:</b>  English 9 pull-out is an adapted curriculum for the students enrolled in the course. The class meets every other day. Students in the pull-out class read or listen to a modified version of the <i>Odyssey</i> and <i>Romeo and Juliet</i>. They are exposed to a variety of different literary genres including poetry, epics, short stories, drama, novels and essays. This pull-out curriculum allows students to utilize and listen to their <i>Accelerated Readers</i> books <i>Start to Finish</i> books on CD. Students are exposed to the elements of good writing, the study of grammar, usage, and language mechanics is integrated Students focus on learning to write complete sentences and a good essay for this course.</p>	

<b>Course Title: LANGUAGE ARTS LAB - PULL-OUT</b>	
No. Credits 2 Credits	Semester Offered: Fall and Spring
Prerequisite: NONE	
Diploma: General Diploma	
<p><b>Course Description:</b>  Language Arts Lab pull-out is a course designed for students who need additional, intensive instruction in reading comprehension, writing and vocabulary development. In this course students will learn a variety of reading strategies, receive writing practice and support, and learn new vocabulary. This class is also used to support the reading and writing needed for other content classes.</p>	

<b>Course Title: ALGEBRA ENRICHMENT I, 1-2</b>	
No. Credits 2 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: NONE	
Diploma: General Diploma	
<p><b>Course Description:</b>  Algebra Enrichment is an adapted curriculum for the students enrolled in the course. The class meets every other day and focuses on State standards for the following topics: number sense, computation, algebra function, geometry, measurement, data analysis and probability, problem-solving, communication reasoning and proof, representation and connections plus support/prepare students for Algebra I - 1.</p>	

<b>Course Title: THRIVE</b>	
No. Credits 2 Credits	Semester Offered: Fall and Spring
Prerequisite: NONE	
Diploma: Certificate of Completion	
<p><b>Course Description:</b>  The main goal of the THRIVE program is to teach students skills for daily living. This is accomplished through instruction on self-care (i.e. bathing, laundry, using the phone), home (i.e. simple food preparation, housecleaning, grocery shopping), job skills (i.e. time management, responsibility), community skills (i.e. navigation, transportation and recreational) and social skills. Thrive students work to earn a Certificate of Completion by completing academic units in Health, PE, Biology, Math, Language Arts, Current Events, Art, and much more. Academic programs are tailored to student's curricular needs as outlined in their IEP.</p>	

## English as a New Language (ENL/LAP)

Upon entering a Wayne Township School, ENL students are tested with LAS LINKS test, a language assessment tool. Based on the student's individual LAS LINKS score, the student will be placed in an appropriate English learning environment. ENL classes are designed to teach American English to students whose primary language is other than English.

There are three pull-out English class options offered to 9<sup>th</sup> grade ENL students:

1. ENL Level 1-2 classroom
2. ENL Level 3 classroom
3. ENL Level 4 classroom (not all ENL Level 4 students will receive ENL English. Admittance into the class is based upon students' reading level on LAS LINKS test.

Course Title: ENL 1 and 2	
No. Credits 4 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: None	
Diploma: --	
<b>Course Description:</b> ENL 1 and 2 is designed for the beginning level and early intermediate ENL student who scores a 1 or 2 on the LAS LINKS test. ENL 1 and 2 meets for 90 minutes every school day. Students do activities related to acquiring the English language skills of listening, speaking, reading and writing. Many different resources are used, including vocabulary workbooks, take-home books, grammar books, picture dictionaries, videos with exercises, and CD's with pronunciation guides. Specific resources include Edge Series textbooks, Fundamentals of English Grammar, Picture Dictionary, and World of Vocabulary. In addition, the ENL teacher spends approximately 20 minutes a day supporting the ENL students in their other 9 <sup>th</sup> grade coursework.	

<b>Course Title: ENL 3</b>	
No. Credits 4 Credits	Semester Offered: 1/Fall 2/Spring
Prerequisite: None	
Diploma: --	
<p><b>Course Description:</b></p> <p>The ENL Level 3 class utilizes some of the inclusion 9<sup>th</sup> grade English curriculum with an intermediate-level modification. ENL 1 and 2 meets for 90 minutes every school. Day. ENL Level 3 students read two of the inclusion class books, including epic poem, <i>The Odyssey</i> and Shakespeare's <i>Romeo &amp; Juliet</i>. However, the version of the tests has been simplified, so the Level 3 ENL students have a higher level of comprehension. The class also reads "Holes" by Louis Sachar, which helps reinforce the literary devices the students learn in the other books. The students spend the year covering literary devices, grammar (subjects, verbs, and phrases), vocabulary words, story elements, and the 6 Traits of Writing. In addition, the Level 3 ENL3 class uses a Read 180 nonfiction workbook, which includes nonfiction articles and stories. These articles help students understand story elements, content, sequence, writing and organization. Approximately 45 minutes of class time per week is also devoted to assisting ENL Level 3 students in their inclusion school work.</p>	

## BEN DAVIS UNIVERSITY HIGH SCHOOL

The BDUHS is a small, focused high school program where students can earn a Core 40 high school diploma while also earning college credits toward an Associate Degree from Vincennes University through dual credit opportunities. The program will include internships with business partners, project based learning, and inquiry learning. The program design is sometimes referred to as an early college high school.

Associate degree options include:

- General Studies-Liberal Arts
- General Studies-Business Management
- General Studies -Health Careers
- General Studies- Information Technology

The Ben Davis Ninth Grade Center will have a BDUHS team based upon a structured and traditional schedule with prescribed electives. Students can earn dual credit for the classes that will prepare them for the rigorous BDUHS curriculum.

The requirements for this program include:

- Student must be a Wayne Township resident.
- Student is on track to be promoted to the next grade level/or has met 8<sup>th</sup> grade proficiencies.
- Student has a minimum GPA of 2.2.
- Student agrees to abide by the guidelines of the 21<sup>st</sup> Century Scholars contract.
- Student is able to meet proficiencies on the Accuplacer Exam for Vincennes University.

Other considerations may include:

- Student is the first generation in the family to attend college.
- Student is within 25 points of passing or passes the ISTEP+. Transfer students from another state can demonstrate the same standard on their state accountability test.
- Student is an English Language Learner.
- Student demonstrates personal characteristics such as maturity, good citizenship, ability to work with others, and positive work habits which are necessary to function in a rigorous learning environment.
- Student is representative of an under-presented population in post-secondary education institutions.

<b>Ben Davis University High School Ninth Grade Student Schedule</b>	
<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
English 9-1 or Honors	English 9-2 or Honors
Algebra 1-1 or Geometry 1	Algebra 1-2, Geometry 2
Biology 1-1 or Honors Zoology Honors	Biology 1-2 or Honors Zoology Honors
World History 1 World History 1 Honors AP World History	World History 2 World History 2 Honors AP World History
<b>Health/PFWL 100</b>	<b>PE I/PFWL 100</b>
<b>Preparing for College Careers/SSKL 106</b>	Digital Applications and Responsibility
<b>Theatre Arts/ENGL 007</b>	Etymology
Spanish 1-2 or Spanish 2-1	Spanish 1-2 or Spanish 2-2

*Courses in bold print denote dual credit for both the Core 40 diploma and Vincennes University.*

