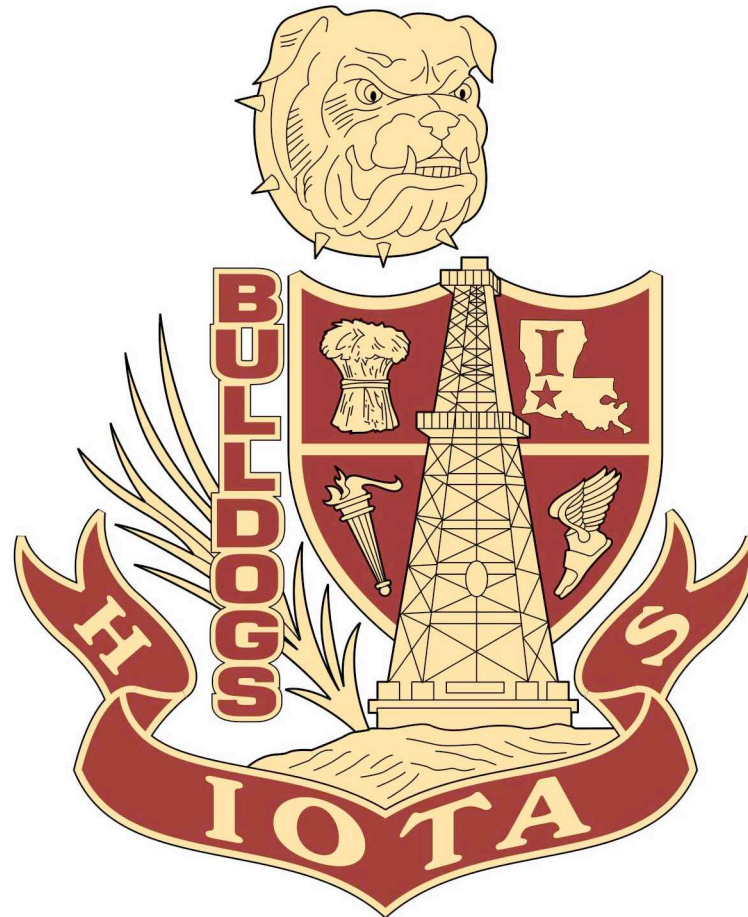


Iota High School

456 S. Fifth Street

Iota, LA 70543



Phone: (337) 779-2534

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School Website: www.acadia.k12.la.us/IHS

Scheduling Guide

Keep this scheduling guide to use each year during scheduling of high school.

2020-2021

(Please note that some courses may change. They will be updated on the school website.)

The purpose of this guide is to help you and your parents make better decisions concerning your course selections for the coming year. It is also important to use this booklet for an overall plan for your entire school career. Each class that a student chooses should be part of an overall plan.

Read this guide carefully and discuss your plans with your parents. It is essential that a student think seriously about a particular subject before scheduling it. A student will not be allowed to shuttle between teachers and courses once he/she has been placed in a course.

It is important to understand that the role of the staff is to advise students. Students and their parents/guardian assume full responsibility for the course work scheduled. Though the school personnel will attempt to locate and correct any error, it is the students and their parents' responsibility to select the courses, keep copies of records and plan their schedules to meet all requirements for graduation. Also, parents and students have the responsibility to check requirements for the college of their choice and schedule course work accordingly.

The Counselor

The counselor is assigned to work with the student during his/her high school years. A student may request a conference with the counselor for any number of reasons. A few of the areas which directly concern the counselor are vocational and career information, college and scholarship counseling, personal problems, testing, written recommendations and references. A student would be well-advised to communicate his/her unique interests, abilities, needs and ambitions to the counselor. There are two counselors at Iota High: Mrs. Hebert is the counselor for grades 9 and 10; Mrs. Stelly for grades 11 and 12.

Schedule Changes

A vast amount of time and effort is devoted to the intricate process of allowing students to select the courses that they wish to take and then to construct a master schedule which will permit most students to get these choices. Students are to carefully select courses after conferring with parents, counselors and teachers during the spring enrollment period. **Few, if any, reasons for schedule changes should exist when school opens in August.** Under extreme extenuating circumstances, a student may have his/her schedule changed. Schedule changes may be done for the following reasons: to balance class sizes, to reschedule students who attended summer school or to resolve conflicts in students' schedules. A student may not change teachers. The deadline for students to request a schedule change is not later than (3) days after the first day of class.

LEAP 2025

The LEAP 2025 test are designed to measure whether students have mastered the knowledge, skills and abilities in core subjects. To earn a standard high school diploma, students must earn a score of Approaching Basic/Fair or above on three state assessments, including one in each category— Algebra I or Geometry, English I or English II and Biology or U.S. History.

FAFSA Requirement

Starting in the 2017-2018 school year, **Louisiana** seniors are **required** to file a **FAFSA** or sign a waiver approved by the school district, or they will not graduate from high school. FAFSA applications open in October of the student's 12th grade year.

The Louisiana State Department of Education Graduation Pathways

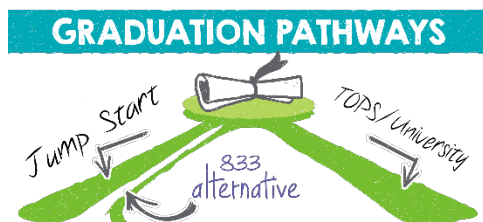
The Louisiana High School Redesign Commission has adopted the following graduation options. However, the Jump Start Pathway is currently being updated pending BESE approval. This will affect incoming freshmen for 2020-2021.

The TOPS University Diploma is designed for students who plan to enter a four-year college or university upon graduation from high school. Students selecting the TOPS University Pathway will continue to pursue core academic credits that mirror the TOPS Core curriculum. Students may take CLEP® exam or dual enrollment credits offered at I.H.S. through LSUE, or dual enrollment credits offered at LSU –Eunice or Sowela in Jennings.

Students graduating on the TOPS University Pathway may also complete Jump Start courses as electives.

The Jump Start TOPS Tech Diploma is designed for students who plan to enter a community college, a technical school, or the workforce upon graduation from high school. Students pursuing the Jump Start TOPS Tech Pathway may earn basic or advanced credentials in statewide or regional career areas or equivalent credentials earned through dual enrollment coursework. Students graduating with a Jump Start TOPS Tech Career Diploma will be required to attain Jump Start statewide or regional credentials. Through elective coursework, students may also earn the TOPS University credential. If this pathway is selected, the student and his/her parent or guardian must meet with the Professional School Counselor to discuss the student's options. Both the student and parent(s) must sign the Jump Start Participation Form. The principal signifies approval of the request with his/her signature.

(Jump Start 2.0 may bring new changes to this pathway.)



For Scheduling: Please make all course selections very carefully. Students will be held accountable for choices once schedules are completed. Schedules changes will only be made at the discretion of administration during the two days of new school year, and these changes will only be granted in rare circumstances.

The checklist on the following page show the course requirements for TOPS University Diploma. Jump Start TOPS Tech Diploma 2.0 will be published upon BESE approval.

TOPS UNIVERSITY DIPLOMA

English – 4 Units

- English I
- English II
- English III
- English IV or English IV DE

Math – 4 Units

- Algebra I*
- Algebra II*
- Geometry*
- Algebra III OR Adv. Math (or Adv. Math DE)
- Calculus

Social Studies – 4 Units

- Civics*
- US History*
- World Geography
- World History

Science – 4 Units

- Physical Science
- Biology*
- Chemistry*
- One or more units from: Biology II, Physics, (AG I &) AG II

P.E. – 1 ½ Units

- P.E. I
- P.E. II

Health – ½ Unit

- Health Ed.

Foreign Language – 2 Units

- French I
- French II

Arts – 1 Unit

- Art I
- Advanced Band

Electives – 3 Units

TOTAL UNITS = 24

*Students can earn up to 32 credits in 4 years.

Grade Level Classifications	
Freshman	Less than 6 units
Sophomore	6 – 11 Units
Junior	12 – 16 Units
Senior	17 or more

Iota High Honors Program

Students are chosen to be in the Honors Program during the end of their 8th grade year. Selections are made based on grade point average, test scores and teacher recommendations.

Students who meet the selection criteria and accept the invitation to be in the Honors Program must understand that they will be held to a higher standard for grades, behavior, more challenging course work and specific fundraisers for the Honors Program.

If a Student does not get an invitation to be in the Honors Program as an incoming freshman there is a possibility to be added their sophomore year. GPA, test scores and teacher recommendations will determine if any students will be added to the Honors Program. No students are added to program after sophomore year.

Any student who declines invitation into the Honors Program as an incoming freshman will not be allowed to enter the Program at a later date.

Freshman Honors Curriculum

English I H
Algebra I H
Civics H
Physical Science H

Sophomore Honors Curriculum

English II H
Algebra II H
Geometry H
US History H
Biology H
French I

Junior Honors Curriculum

English III H
Advanced Math
Chemistry H
World Geography H
French II

Senior Honors Curriculum

English IV H or DE English IV
Calculus H
Physics H or Biology II H
World History H

In order to remain in the Honors Program and to graduate with honors, students must have a grade point average of 3.0 in all subjects when you average the final grades listed under the final grade column on the report card and are required to take the ACT every school year (9th-12th Grade).

Requirements & specifications for Honors may change from year to year as needed to comply with changes in state curriculum and state requirements.

English

English I or English I Honors 1 Credit- Grade 9

English I is a comprehensive English course of literature, composition, and language, including listening and speaking. The study of literature includes reading and comprehending a wide variety of literary forms including short stories, nonfiction, poetry, drama, novels, and spoken and visual texts. The course offers supportive reading strategies for a variety of purposes. The study of composition focuses on the writing process through response to literature, creative writing and connections to real-life situations and problem solving. The study of language targets usage, mechanics and strategies for vocabulary development integrated into literature and composition components. Listening and speaking skills are developed throughout the course. This course also requires the student to take an EOC at the end of the year.

English II or English II Honors 1 Credit- Grade 10

English II is a comprehensive English course, offering a study of literature, composition, and language, including speaking and listening. The literature component encompasses reading, comprehending, and responding to various genres — short stories, poetry, novels, non-fiction, drama, as well as spoken and visual texts. The course offers supportive strategies for reading and responding to texts. The composition component emphasizes the writing process to develop various modes of writing for different purposes and audiences. Students must locate, select, and synthesize information from a variety of sources in order to gain and present knowledge. The language component integrates usage, mechanics, and strategies for vocabulary development into the composition and literature components. Listening and speaking skills are developed throughout the course. This course also requires the student to take an EOC at the end of the year. **Prerequisite** successful completion of English I.

English III or English III Honors 1 Credit- Grade 11 (TOPS University Pathway)

English III is a comprehensive English course of literature, composition, and language study, including listening and speaking. Students read and respond to literature from various genres and cultures — including written, spoken and visual texts — with American authors as the common focus. Study is arranged in thematic, chronological, or interdisciplinary units. The course offers supportive reading strategies for a variety of purposes. The composition component focuses on the writing process in literary analysis, creative and expository writing. Students utilize research tools, resources and techniques for creating products and communicating knowledge. Listening and speaking skills are fostered throughout the course. **Prerequisite** successful completion of English II.

English IV or English IV Honors 1 Credit- Grade 12 (TOPS University Pathway)

English IV is a comprehensive English course of literature, composition, and language study, including listening and speaking. Students read and respond to literature from various genres and cultures — including written, spoken and visual texts — with British authors as the common focus. Study is arranged in thematic, chronological, or interdisciplinary units. The course offers supportive reading strategies for a variety of purposes. The composition component focuses on the writing process in literary analysis, creative and expository writing. The course emphasizes student use of research tools, resources and techniques for creating products and communicating knowledge. The language component integrates usage, mechanics, and strategies for vocabulary development. Listening and speaking skills are fostered throughout the course. **Prerequisite** successful completion of English III.

***DUAL ENGLISH IV I/II (ENG 1001/ENG 1002)** 2 High School credits—/6 college hours
- Grade 12 (TOPS University Pathway) Offered on I.H.S. Campus

ENGL 1001 (CENL 1013) - English Composition: Introductory course in writing, largely expository, accompanied by selected readings. Emphasis on basic rhetorical methods used commonly in exposition.

ENGL 1002 (CENL 1023) - English Composition: Introductory course in writing, accompanied by selected readings in literature and literary criticism. Emphasis on critical thinking through the

development of extended essays in a variety of genres such as the academic essay, the review, and the research paper. Prerequisite(s): A grade of "C" or better in ENGL 1001 or ACT English score of 26 or higher and a minimum total of 53 on the English score plus the composite score. *Must meet dual enrollment criteria.

Technical Writing 1 Credit- Grade 11 (JumpStart Pathway)

An introductory course in communicating information about technical subjects within a work setting. Students write reports, instructions, summaries, e-mails, and memos; develop audience awareness skills; develop skills in document layout and design, including Web design; and collaborate in a group project. This course also serves as a preparation course for the Work Keys assessment.

Business English 1 Credit- Grade 12 (JumpStart Pathway)

This course is designed to provide students with environment. Business letter writing including routine letters, as well as specialized letters, memo, and reports is an important component of the course. The practical principles of grammar, punctuation, and vocabulary needed in business transactions are included. Oral, listening, and nonverbal communication skills as they relate to business are stressed. Emphasis is also given to communications as related to technological advancements such as information management and telecommunications.

Mathematics

Algebra I or **Algebra I Honors** 1 Credit- Grade 9

This course is designed to increase mathematical knowledge as well as improve reasoning and problem-solving skills. The first semester presents information on variables, proportional reasoning, solving equations and inequalities. The second semester presents information on inequalities, data and chance, and Exponential functions. The students will also translate among tabular, graphical, algebraic, and verbal representations of functions including linear, and exponential growth and decay. Practical applications are stressed when appropriate. This course also requires the student to take LEAP 2025 at the end of the year.

Geometry or **Geometry Honors** 1 Credit- Grade 10

This course will be taught as practical geometry with hands-on emphasis. Proving theorems will not be the focus at this level. Geometry focuses on the study of visual patterns. The theorems of geometry will be used to describe the physical universe and to represent mathematical concepts. In the first semester of the course the student will first review geometric patterns, reasoning's and proofs, parallel and perpendicular relationships, midpoint and distance. In the second semester of the course students will study topics such as; triangle and quadrilateral characteristics and properties, similarity and trigonometry, area, surface area and volume of polyhedral as well as circles and spheres. This course also requires the student to take LEAP 2025 at the end of the year.

Algebra II or **Algebra II Honors** 1 Credit- Grade 10-11

In the first semester of the course the student will first review major concepts from Algebra I and Geometry before continuing into more complex topics. They will then learn to solve one and two variable equations, and those equations involving inequalities and absolute values. The students are introduced to functions, relations and their graphs. A study of polynomials and rational expressions and their operations are included. The second semester introduces students to irrational and complex numbers, quadratic functions and conic sections. Students also learn how to solve linear equations in three variables and also work with logarithms, matrices and sequences. The use of graphing calculators is incorporated in this course. **Prerequisites:** successful completion of Algebra I. This course may be taken concurrently with Geometry if student meets requirements set by administration. This will enable the student to take Calculus during the senior year.

Algebra III 1 Credit- Grade 11-12

This course provides a brief review of solving quadratic, rational, and algebraic equations. Students are involved in an in-depth study of functions, including radical functions, exponential and logarithmic functions, circular trigonometric functions, and right triangle trigonometry. **Prerequisites:** Successfully completed Algebra II. Students do not take Advanced Math if they take Algebra III.

Advanced Mathematics 1 Credit- Grade 11-12

This course combines two semester courses, Trigonometry and Analysis/Advanced Math/PreCalculus into a full-year course. Emphasis is placed on circular and trigonometric functions, the definitions and analysis of these functions, and their graphs; their inverses are also a part of the course. Verification of trig identities; using the laws of sines and cosines, solving right triangles with applications and working with complex numbers in standard and trigonometric are also included. Further study includes explore functions and property of functions such as linear, quadratic, exponential, logarithmic, polynomial, and special functions. Students work with sequences, series and their applications. Matrix operations as well of logarithms and limits are covered. **Prerequisites:** Successfully completed Algebra II.

***DUAL ADVANCED MATH I/II (Math 1021/Math1022)** – 2 high school credits 6 college hours
– Grade 12 (TOPS/University Pathway) Offered on I.H.S. Campus

MATH 1021 (CMAT 1213) - College Algebra: In-depth treatment of solving equations and inequalities; function properties and graphs; inverse functions; linear, quadratic, polynomial, rational, exponential and logarithmic functions with applications; systems of equations. Prerequisite(s): Mathematics ACT subscore of 19 or higher

MATH 1022 (CMAT 1223) - Plane Trigonometry: Trigonometric functions and identities, inverse trigonometric functions, graphs, solving triangles and equations, complex numbers, polar coordinates, parametric equations. Prerequisite(s): A grade of “C” or better MATH 1021. *Must be dual enrollment criteria.

Calculus I Honors 1 Credit- Grade 12 (TOPS/University Pathway)

This introductory course in calculus is primarily concerned with an intuitive understanding of the concepts of calculus and with experiencing its methods applications. The course introduces students to topics in differential and integral calculus. Topics covered include analytic geometry, properties of functions and their graphs, limits, continuity, derivatives, and indefinite and definite integrals. Additional topics investigated include differentiation and integration of algebraic, exponential, logarithmic, and trigonometric functions by applying formulas and theorems, such as the Mean-Value Theorem and the Fundamental Theorem of Calculus. Applications of the derivative and definite integral include curve sketching, area under a curve, volumes of solids of revolution, optimization problems, growth and decay problems, and their applications to real-life situations. **Prerequisites:** Successfully completed Advanced Math.

Math Essentials 1 Credit- Grades 9-11 (Jump Start Pathway)

This course will review and extend the concepts from Algebra I and Geometry. The course will include exploration of ratio, proportion, percent, odds, probability, and properties of functions such as linear and quadratic. It will also include reading, interpreting and analyze statistics presented in a variety of formats, geometric concepts such as distance, midpoint and the Pythagorean Theorem. It will also include transformation of polygons, relationship between surface area and volume. The students will also translate among tabular, graphical, algebraic, and verbal representations of functions including linear, quadratic and exponential growth and decay.

Financial Literacy 1 Credit- Grade 11-12 (Jump Start Pathway)

This course is designed to focus on mathematical concepts and applications needed for the design and management of personal and business finances. Financial Mathematics serves as a foundation for all students to learn to make mathematically sound decisions in their roles as consumers, employees, and/or entrepreneurs. This course extends students' knowledge of whole numbers, fractions, decimals, and percents as well as basic statistics and probability, algebra, geometry, and

data analysis in the context of relevant real-life problem-solving situations. Emphasis is placed on various mathematical processes which include manual or electronic calculations of payroll, income tax preparations, interest computation, consumer information, managing income, and buying insurance, selling and buying, making sound credit and investment decisions and other items that may be related to personal and business transactions. Mathematical and communication skills are reinforced in this course as well as critical-thinking skills through applications of math in personal finance and in business.

Science

Physical Science or Physical Science Honors 1 Credit- Grade 9

Physical Science is the study of the major concepts of two sciences – chemistry and physics. The first semester covers the chemistry aspect of the course. Topics covered include properties of matter, atomic theory, chemical elements and the periodic chart, chemical interactions, and organic chemistry. The second semester is concerned with the physics portion of the course. Topics covered are force and acceleration, motion, work, energy, waves, sound, light and lenses, the spectrum, electricity, and magnetism.

Biology or Biology Honors 1 Credit- Grades 9-10

This course gives the student an understanding of the principles and concepts of living things and their organization. The student is introduced to the laboratory setting and investigates plant and animal life. The course includes a study of cells, genetics, and the higher orders. This course also requires the student to take an EOC at the end of the year.

Biology II H1 Credit- Grades 11-12

Biology II is designed for the student who has a strong interest in biology. Students explore advanced topics selected from cellular biology, biochemistry, biotechnology, genetics, microbiology, evolution, behavior, ecology, plant and animal anatomy, and physiology. Research and advanced laboratory techniques are emphasized. **Prerequisite:** Successful completion of Biology.

Chemistry or Chemistry Honors 1 Credit- Grade 11

Chemistry is a course designed to introduce the basic principles of chemistry through laboratory and classroom experiences. First semester topics to be covered are measurements, atomic structure, bonding, formulas, and chemical equations. Second semester topics are stoichiometry, behavior of gases, solutions, acids and bases, and general organic chemistry. **Prerequisite:** Successful completion of Biology.

Physics H 1 Credit- Grade 12

The course includes the study of force, motion, work, energy, machines, fluids, magnetism, electricity, electronics, radiation, sound and light. This is a laboratory-based course, which will deal with application of the natural laws and with problem solving. Honors Physics is a recommended pre-requisite for any student needing to schedule physics in college. Physics is also recommended to all college-prep students as an introduction to a college-level format and to enhance higher order thinking skills with emphasis on reading comprehension and mathematics application.

Social Studies

Civics or Civics Honors 1 Credit- Grade 9

This course will focus on the rights and responsibilities of citizens as active participants in the American Political System. Students will develop a basic understanding of the principles, structures and function of federal, state and local governments.

US History or US History Honors 1 Credit- Grade 10

In the course, students will survey the political, economic and cultural developments of the United States from the Reconstruction period to the present.

World Geography or World Geography Honors 1 Credit- Grade 11

In this course, students will develop a general understanding of geographical concepts, the connections between people and places, and the relationship between man and his environment.

World History or World History Honors 1 Credit- Grade 12

This course is for upper classmen who may wish to study world history at the college level. The primary focus of the course will be on World History from 1450 to the present. This course is recommended for juniors and seniors.

Electives

Speech I 1 Credit- Grades 9-12

Speech I is designed for the student who would like to acquire more self-confidence and poise while developing formal oral communication skills. It places emphasis on the organization, structure, research, and delivery required in public speaking.

Study Skills I-IV 1 Credit – May be repeated each year for multiple credit

These elective courses are designed to provide students with a multisensory, structured language approach and strategies to support reading comprehension and written expression across the curriculum. Note: Student must have an updated IEP on file to be enrolled in this course.

Physical Education Electives

Health .5 Credit- Grade 9

This is a course required for graduation. Health Education is a semester course which contains instruction in CPR, nutrition, personal health, safety and first aid, substance use and abuse, family living, mental and emotional health, environmental and community health, and communicable and noncommunicable diseases. In addition, there will be 16 hours of state-mandated substance abuse prevention training. This course must be paired with Physical Education I.

PE I 1 Credit- (May be .5 credit if paired with Health)

This is a required course for graduation. The course is designed to expose every student to activities useful as lifetime recreational pursuits. The course also introduces physical fitness as part of the curriculum. Required units in Physical Education I are as follows: basketball, bowling, flag football, physical fitness, softball, and track and field.

PE II 1 Credit- (May be .5 credit if paired with Health)

This course is required for graduation. Physical Education II will focus on presenting students with a wide variety of sports and leisure activities, which will enable them to achieve and maintain a healthy

lifestyle. Units offered are as follows: aerobics, archery, bowling, floor hockey, hockey, physical fitness, recreational games, softball, tennis and volleyball.

PE III 1 credit

PE IV 1 credit

Athletic PE I - IV 1 Credit- Grade 11

This course can only be scheduled with the approval of a coach and serves as workout and practice time for a school sport. (Football, Basketball, Cheerleading, Dance)

Fine Arts Electives

Art I 1 Credit- Grades 9-12

This course is an introduction to the fundamentals of art. Students will study the elements and principles of design, drawing styles and techniques, value study, mask making, perspective, color theory, painting and 3-dimensional sculpture. Moreover, the study of art history and art criticism will help students analyze the aesthetic qualities of master artists' works. A lab fee and additional supplies are required.

Advanced Band 1 Credit or Repeated for Multiple Credits- Grades 9-12

This is an entry-level course designed primarily for, but not limited to students who have had one or more years of instruction in playing a musical instrument besides percussion. Students in this class perform with the marching band in the fall and with concert or symphonic band in the spring. An audition may be required.

Flags 1 Credit or Repeated for Multiple Credits- Grades 9-12

In this course, students will develop dance and color guard drill skills. The course is designed for students who are interested in being members of a band auxiliary group and who have satisfied the audition and camp requirements. A background in dance or gymnastics is helpful but not required. Band auxiliary groups perform with the marching band and participate in several competitions.

Foreign Language

French I 1 Credit- Grade 10 - 11

French I is an introductory course that focuses on all four language skills: listening, speaking, reading and writing. French I provides initial study in the sounds, vocabulary and structures of the language, as well as in cultural perspectives, practice and products of francophone societies.

French II 1 Credit- Grade 11 - 12

Builds on the curriculum from French I. Develops and refines the student's communicative skills of listening, speaking, reading, and writing for authentic purposes. **Prerequisite:** French I Credit

Media Publications

Publications/Yearbook 1 Credit- Grades 10-12

Yearbook provides students with opportunities to learn and participate in the design, layout, and overall production of the IHS yearbook, The Topper. Students develop and use yearbook interviewing and copywriting skills, apply knowledge of photography and digital imaging, and learn marketing skills. Students will also learn scholastic journalism standards, utilize them on the yearbook, and demonstrate professionalism by meeting deadlines and following ethical and legal guidelines for journalists.

Agriscience Electives

Agriscience I 1 Credit- Grades 9-12

Basic introductory information is offered in the following subject areas: Introduction to general Louisiana agriculture, FFA leadership and orientation, animal science, plant science, soil science, FFA contest, vegetable gardening, basic agricultural mechanics (shop safety, arc welding), and hunter safety education. **Note:** Successful completion of Agriscience I is a prerequisite, elective credit, to Agriscience II. Taken in this sequence – Agriscience II may serve as a third science credit for graduation. Students may also receive **NCCER Core** credit (1.0) for successfully passing modules in Ag I.

Agriscience II 1 Credit- Grades 10-12

This course builds on basic information taught in Agriscience I in the following areas: FFA leadership, basic parliamentary procedures, soil science, plant science, basic agriscience mechanics (shop safety, electricity, plumbing, welding, oxyfuel cutting, concrete, basic tool fitting, tractor safety, maintenance and operation), vegetable gardening, greenhouse production, FFA contest, and boating safety education. **Prerequisite:** Agriscience I. Successful completion of Agriscience/Agribusiness II substitutes for one unit of required science.

Ag Leadership 1 Credit- Grade 12

This course will prepare individuals for agricultural careers, build awareness, and develop leadership for the food, fiber and natural resources systems. The emphasis is on human relations, decision making, promoting healthy lifestyles, maintaining positive activities, and proper utilization of human resources. English, speaking skills, higher order thinking, and basic communication skills will be reinforced in this course. Work-based learning strategies appropriate for this course are service learning and field trips. Supervised agricultural experience programs and the FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. Must be scheduled with approval from Mrs. Hebert or Mr. Wallace.

NCCER Welding in AG 1 Credit- Grade 12

This course provides the students the skills necessary for a career in welding in entry-level positions. The course will introduce the students to the areas of shielded arc welding, oxy-fuel cutting, welding safety, welding terminology and agricultural manufacturing. Topics of study include: welding safety, tool identification and care, oxy-fuel cutting, shielded arc welding, welding joints, welding positions and special applications of welding. **Prerequisites:** Agriscience I and/or classification as junior or senior.

NCCER Carpentry in AG 1 Credit- Grade 12

The purpose of this program is for a student to develop the skills necessary to be certified as an apprentice carpenter. Each year students taking this course participate in building a house from start to finish. Students begin the program by learning the safe use of power and hand tools used by carpenters in the construction industry. Reading house blueprints and materials lists, in addition to analyzing construction procedures, is covered extensively in the classroom. Students build all parts of the house,

which includes the (a) foundation, (b) interior and exterior features, (c) windows and doors, and (d) painting of the house. Additionally, the students will examine other related trades associated with carpentry in order to expand their understanding of other aspects of the construction field. **Prerequisites:** Agriscience I and/or classification as junior or senior.

AWS Welding I (Evening) AWS Welding II (Evening)

Taught on Iota High Schools' campus and sponsored by ABC (Associated Builders & Contractors, Inc.) Pelican Chapter. There are several different types of welding, from arc welding to semi-automatic welding to fully-automated welding. Training is necessary, as the welder works with equipment which carries a strong electrical current, and safety is an important issue. In addition, some understanding of the basic concepts of metallurgy, blueprint reading and specifications are important to know. Minimum age requirement.

Business Electives

Introduction to Business Computer Applications (IBCA) 1 Credit- Grades 9-10

This course is the first of two courses designed to provide students with basic computer application skills. Students will be introduced, for a minimum of six weeks of the school year, to the touch method of operating a computer keyboard to produce simple business documents. Emphasis is placed on basic computer concepts both hardware and software, word processing, and spreadsheet applications. Computer technology will be presented that could lead to the student's ability to obtain certification in basic information technology. (Examples: Microsoft Office Specialist in Word or PowerPoint.)

Accounting 1 Credit- Grades 11-12

This course is designed to introduce students to basic accounting theory and procedures along with current applications of computer technology in accounting. Emphasis is placed on the mastery of basic accounting concepts and procedures. Mathematical, critical thinking, problem solving, decision making, technology and team building skills are reinforced in this course.

Business Computer Applications (BCA) 1 Credit- Grades 10-12

This course is designed to acquaint students with the advanced principles associated with information processing. Students study advanced computer concepts, software applications, and computer systems. Emphasis is placed on skill development in using technology to perform advanced information processing. Topics of study include computer concepts, word processing, spreadsheet, database and presentation software applications, which will increase in difficulty in the second semester. Computer technology will be presented that may lead to the student's ability to obtain advanced certification in a popular office software package that includes word processing, spreadsheets, databases, e-mail and presentation programs.

Prerequisite: Keyboarding/Keyboarding Applications or Introduction to Business Computer Applications.

Digital Media I 1 Credit- Grades 11-12

An Adobe Certified Associate (ACA) credential certifies that individuals have the entry-level skills to plan, design, build and maintain effective communications using different forms of digital media. This Adobe certification demonstrates entry-level skills with Adobe digital media software. There are three Adobe Certified Associate (ACA) exams available. Each of the following exams will validate entry-level skills in communication corresponding to the respective Adobe software: ACA exam for Photoshop, ACA exam for Dreamweaver, and ACA exam for Flash Professional.

Prerequisite: Keyboarding/Keyboarding Applications or Introduction to Business Computer Applications.

Principles of Business 1 Credit- Grades 11-12

This course is an introductory course that provides students with basic business operations skills that can be applied in both personal and professional situations. Emphasis is placed on the exploration and description of basic business concepts and applications. Through business application projects, critical thinking, oral and written communication skills are reinforced in this course. **Note:** Credit for **Customer Service** course is granted after the student successfully passes the National Retail Foundation Customer Sales and Service certification test. See below.

Customer Service 1 Credit- Grades 11-12

Note: Credit for this course is granted after the student successfully passes the National Retail Foundation Customer Sales and Service certification test in Principles of Business.

Family Consumer Science Electives

Food Science 1 Credit- Grades 9-10

This course examines multiple life roles and responsibilities of individuals and family members. The focus is on the areas of personal development, wellness, nutrition and foods, financial management and other life skills. Through simulated experiences in a computer modular lab, students learn to fulfill their responsibilities associated with work of the family and community. FCCLA offers leadership skills and opportunities to apply the skills learned in FACS.

Nutrition and Food .5 Credit- Grades 10-12

In this course, students will gain a comprehensive understanding of the fundamentals of nutrition through the study of the Food Pyramid, food nutrients, label reading, menu planning, marketing, and preparing and serving meals. Career speakers are used to provide information in the areas of job opportunities available in the food industry. This course is a prerequisite for Advanced Nutrition and Food. A lab fee is required.

Advanced Nutrition and Food .5 Credit- Grades 10-12

Students successfully completing Nutrition and Food are eligible to enroll in this course. This course builds on fundamentals learned in Nutrition and Food and is a continuation of those experiences. Students will continue to develop skills in preparing foods and managing the food budget. A lab fee is required.

Non-Credit Course

Student Aide – 1 credit – Grade 12

Prerequisite: Teacher & Administrator approval. Seniors must have 4 classes already scheduled.

This is a class offered only to seniors who would like to assist teachers, work in the library, or even serve as an office aide. A student wishing to be a student aide must be responsible, dependable and honest. The student must come to the class on a regular basis and be ready to carry out instructions. To be a student aide, check with the teacher you would like to work with. If the teacher approves, the teacher will notify the assistance principal in writing.

**Courses may be added or replaced as needed. Please check each year at scheduling time. **

College Credit

CLEP Exam

CLEP (the College-Level Examination Program®) offers exams that cover intro-level college course material. With a passing score on one CLEP exam, you could earn three or more college credits at more than 2,900 U.S. colleges and universities. CLEP was created to help individuals with prior knowledge in a college course subject earn their degree efficiently and inexpensively. That prior learning could have taken place through advanced high school courses, independent reading and study, online courseware or textbooks, noncredit courses, or on-the-job training.

Students take CLEP exams on a computer at official CLEP test centers.

- CLEP exams contain multiple-choice questions.
- CLEP exams take about 90–120 minutes to complete, depending on the exam subject.
- Students receive their CLEP exam scores immediately after completing the exam (except for College Composition and Spanish with Writing).

Dual Enrollment Opportunities

LSUE

Students have the opportunity to enroll in Dual Enrollment classes through LSUE that are offered on Iota High's campus. DE Advanced Math and DE English IV are taught by our own high school teachers through LSUE. Acadia Parish School Board has been paying for four core courses in the student's high school career. Each year this is contingent upon funding. Students must meet the criteria below to be placed in these classes.

Students may also apply after their Sophomore year to the *LSUE Dual Academy*. Students have option of taking dual enrollment high school courses on LSUE's campus. For more information, please visit <https://www.lsue.edu/de/>

- Requirements:
 - ACT **Composite** ≥ **19 AND Math** subscore ≥ **19 AND English** subscore ≥ **18**
 - GPA 2.5 Cumulative

SOWELA- Morgan Smith Campus Jennings

This program is for high school seniors who want to begin college while still in high school and who intend to enroll in an Associate Degree, Technical Diploma, or Certificate program after high school graduation.

Degree Paths Available: Aviation Maintenance Technology, Business Administration, Chemical Laboratory Technology, Criminal Justice, Industrial Electrician, Nursing (RN), Vehicle Maintenance & Repair Technology, Welding and other programs in the SOWELA College Catalog and Student Handbook. Check Sowela for availability.

Requirements:

- GPA 2.5 and above
- ACT (check program requirements) or WorkKeys Silver or Above.

Clubs or Organizations

Description		Sponsor
4-H	The goal of 4-H is to develop citizenship, leadership, responsibility and life skills through experiential learning programs and a positive though typically thought of as an agriculturally focused organization as a result of its history, 4-H today focuses on citizenship, healthy living, science, engineering, and technology programs.	Mrs. Judea LaCombe Mrs. Sharri Blanchard
Art Club	One does not have to be enrolled in an art class. Art Club offers visual art experiences for both the serious art student as well as the student who just wants to enjoy and appreciate art.	Ms. Mary Benoit
BETA	This is a National Organization that promotes the ideals of academic achievement, character, service and leadership among secondary school students. To be eligible, a student must have at least a 3.0 GPA, be a positive role model, and exhibit positive character traits. A delegation attends District, State, and National Conventions where they compete in academic, talent, and leadership competitions.	Ms. Tara Sarsfield Mr. Brandon Bergeron
Drama Club	Students join Drama club by filling out an application in which they put school activates & answer questions about themselves that have to do with acting, personality, etc. Productions (plays) are usually held every other year.	Ms. Hanna Johnson
Family, Career, and Community, Leaders of America (FCCLA)	FCCLA promotes personal growth and leadership development through Family and Consumer Science Education.	Ms. Melissa Alleman
Fellowship of Christian Athletes (FCA)	FCA focuses on serving local communities by engaging, equipping and empowering coaches and athletes to unite, inspire and change the world through the gospel.	Mrs. Leah Marcantel
Future Business Leaders of America (FBLA)	FBLA is an organization that both helps students develop competent, aggressive business leadership and increases interest in, and understanding of American business enterprise. The club meets regularly to conduct business and participates in the district leadership conference. The group is affiliated with both the national and state FBLA organizations.	Mrs. Debra Marquart
Future Farmers of America (FFA)	FFA is an intracurricular student organization for those interested in agriculture and leadership. FFA is not just for students who want to be production farmers; FFA also welcomes members who aspire to careers as teachers, doctors, scientists, business owners and more.	Mr. Leonard Cloud Mr. Jude Sittig
Library Club	The club meets regularly to discuss books and perform library related duties.	Mrs. Becky Istre
Renaissance	Renaissance Club is a powerful, innovative program designed to promote and recognize academic achievement in schools.	Mrs. Shelly Sittig
Student Council	Student Council is an organization conducted by students and supervised by adults. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. Student council is the voice of the student body. They help share student ideas, interests and concerns with the school wide community.	Mrs. Regina Gonzales Ms. Hanna Johnson
Yearbook	A school yearbook is essentially a “memory book” that highlights the students, teachers and events of the school year. LA Creole staff must schedule the Yearbook <i>class</i> to create and publish the annual book.	Mrs. Melanie Thompson



Athletics

Sport	Season	Head Coach
Baseball	Spring	Coach Leonard Cloud
Basketball Boys	Winter	Coach Eric Miller
Basketball Girls	Winter	Coach Meghann LeJeune
Football	Fall	Coach Josh Andrus
Powerlifting	Spring	Coach Ray Aucoin
Softball	Spring	Coach Leah Marcantel
Tennis	Spring	Coach Eric Miller
Track & Field	Spring	Coach Kirk Lavergne Coach B. Keltner
Volleyball	Fall	Coach Meredith Hebert
Athletic Director	Coach Josh Andrus	

Spirit Groups

Organization	Director/Sponsor
Band & Flags	Mr. Malcom Sellers
Cheerleaders	Ms. Hanna Johnson
Danceline	Mrs. Melanie Thompson

The Best Advice Ever for New High School Students



Class Success

Start off the year by promising yourself that you will make the most of the time you spend in class. If you do, your classes will go faster, you'll have less work to do on your own, and you'll get better grades. Here's some advice to help make this happen.

Most students feel excited, and a little nervous, when they start high school. But, if you know what to expect, you're likely to feel more relaxed and confident.

These next years will be some of the most memorable years of your life. You will study new subjects, make new friends and develop new skills. You will also have a lot of fun!

Enjoy this special time in your life!

Participate in class
Participating in class makes the class more interesting, and it keeps your mind focused. Ask questions, volunteer answers and participate in discussions. You'll learn more and you teachers will be impressed!

Have a positive attitude
Go to your classes ready to learn & confident in your ability to succeed.

Know your teachers
Spend a little time figuring out what your teachers want. Are they strict about rules? Do they give points for participation?

Come to class with your homework done
In many classes, homework is a significant portions of your final grade. And if you haven't read the short story that was assigned in English, you aren't going to get nearly as much out of the class discussion.

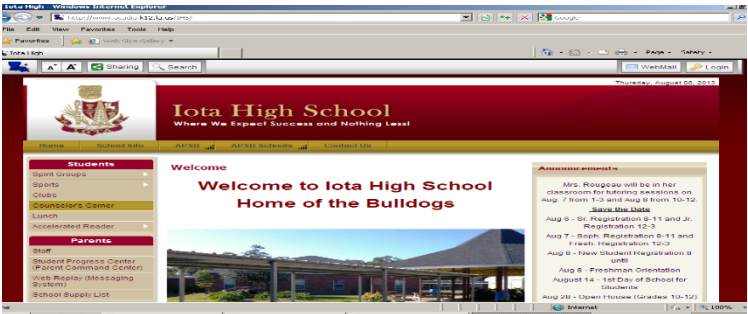
before you speak:

THINK

T ~ Is it true?
H ~ Is it helpful?
I ~ Is it inspiring?
N ~ Is it necessary?
K ~ Is it kind?

Keep up with events and activities:

<http://www.acadia.k12.la.us/ihs/>



Get Organized – 5 Great Tips!

Being organized makes your day run smoother and it saves you time. It also helps you feel like you are in control and on top of things.

Get your year off to a great start by using these tips to get and stay organized!



1 Have the right tools

Just as a carpenter can't build a cabinet without hammer and nails, you need the right tools to be organized. You need paper, pencils, pens, calculator and a backpack. You also need to have notebooks(s) or a binder for your notes and a folder for each class.

2 Organize your papers

You will have lost of papers—homework, returned tests, class notes, handouts, etc. There is a saying, "A place for everything and everything in its place." This should be true for every paper you have.

3 Use a student planner

Using a planner is a great way to keep organized and on track! Here are a few tips:

- ▶ Write each assignment under the date it's assigned. Also write in the date its due.
- ▶ Check off assignments when they are done.
- ▶ Write in all quiz and test dates.
- ▶ If you have a large assignment or project, give yourself smaller assignments and write them in your planner.
- ▶ Write in special events, practices, anything you need to remember!

Subject	Monday, August 21
Eng	Read pgs. 5 to 10. Due Tues.
Math	All problems p. 25 – Due Wed.
PhysSci	*Quiz on Chapter 3.
Civics	Voc. p 10 Due Tues.
	Little sis bday tomorrow.

4 Have routines

Have a morning routine that gets your day off to a good start, and a nighttime routine that gets you to bed on time.

- ▶ In morning make sure to include getting up early enough so you can eat breakfast & not be rushed.
- ▶ At night include getting everything organized and in your backpack for next day. If there is something you need to remember to do in the morning, write yourself a note.

5 Keep it clean

Keep your locker & backpack organized, neat & clean. That way you can find what you need when you need it!

Manage Your Time

Use class time wisely

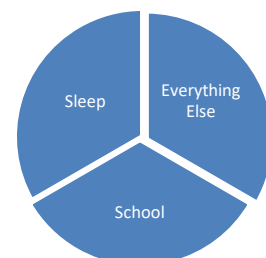
Use any extra time in class to look over your homework or study.

Make to-do lists

Each day make a list of all the things you need to do. Cross things off as they get done. At night, take the tasks that didn't get done and put them on next day's list.

Control time wasters

Social media, TV & video games are fun-but they can take too much of your time. Schedule time for these activities after you get do homework & study. Stick to schedule!



Top 10 Study Smart Tips!

*Students who “study smart”
often spend less time
studying, and yet they get
better grades. Here’s how you
can study smart.*

- ⑩ Have a place to study that’s quiet, well lit & comfortable.
- ⑨ If you have a lot to do, prioritize your work. You want to make sure that you have enough time for the things that are most important.
- ⑧ Do difficult assignments first, while you’re still fresh and alert.
- ⑦ If you have something to memorize, work on that first. Then go over again at the end of your study session.
- ⑥ Alternate types of homework (read English, work on math problems, read history.)
- ⑤ If you have something that seems overwhelming, break it down into smaller parts.
- ④ Before you begin, make a plan. Decide what you want to get done and the order you’re going to do it.
- ③ Always allow more time that you think you’ll need.
- ② Set a time to start on your homework – and stick to it.
- ① Turn off the TV and music, and silence your phone. Focus on the work you need to do.

Where to go for Help

At some point, you’re probably going to have a question or problem that you need help with. You can usually get your questions answered and your problems taken care of just by going to the right office or by talking to the right person. But the thing is, in high school, you need to take the initiative. If you need help or have a question, be sure to let someone know.

If you look around your school, you’ll find teachers, principals, counselors, librarian, coaches, and secretaries.

All of these people are there to help you have the best high school experience possible!

Attendance – Mrs. Kim – Office
Bookkeeper – Mrs. Helen – Office
Discipline – Mr. Wall – Room 2
Library – Mrs. Istre – Library
Locker problem – Mrs. Kim – Office
School Spirit Shirt – Mrs. Helen – Office
School Verification – Mrs. Helen - Office
Sign In/Sign Out- Mrs. Kim – Office Work
Telephone – Mrs. Sandra – Office
Textbooks – Mrs. Istre – Library

In the Counselor’s Office you can get help...

..planning your future

...making important decisions.

..finding ways to do better in school.

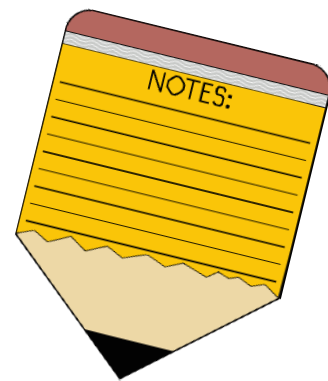
...solve conflicts.

... manage your busy schedule.

...by having someone to listen.

Mrs. Michelle Hebert, 9th & 10th grades
mhebert@acadia.k12.la.us

Mrs. Annette Stelly, 10th & 11th grades
astelly@acadia.k12.la.us



A large white rectangular area with a vertical red margin line on the left side. The area contains two circular punch holes on the left edge and several horizontal blue lines for writing.

ACTIVITIES/HIGH SCHOOL RESUME

Use the form on the next two pages to keep track each year of your awards and activities. This will be a big help your senior year when you are applying for scholarships.

A digital copy is also located on the school's website under Counselor's Corner, Forms.

Future Plans

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Industry Based Certifications Earned:

<input type="checkbox"/>	National Retail Federation Customer Service	<input type="checkbox"/>	National Restaurant Foundation ServSafe Manager			
<input type="checkbox"/>	Microsoft Word	<input type="checkbox"/>	NCCER Core			
<input type="checkbox"/>	Microsoft PowerPoint	<input type="checkbox"/>	NCCER Carpenter's Helper			
<input type="checkbox"/>	Microsoft Excel	<input type="checkbox"/>	NCCER Welder's Helper			
<input type="checkbox"/>		<input type="checkbox"/>	ACT WorkKeys Level	Silver	Gold	Platinum

Work Experience:

Position/Organization	Length of Time Worked

Hobbies, Interests, Talents:

Soft Skills

TOPS INFORMATION

The TOPS Opportunity Award pays the TOPS Award Amount set by the administering agency for a student at a particular institution during the 2016-2017 academic year unless increased by Act of the Legislature. If a student attends a college within the [Louisiana Association of Independent Colleges and Universities](#), the award amount will be the weighted average award amount that was set for public colleges and universities during the 2016-2017 academic year. See <http://www.osfa.la.gov/topsawardamounts> for the award amount at your school. The Performance & Honors Awards are also awarded based on ACT.

Standard Eligibility Requirements

- Minimum High School GPA of 2.50 (GPA computed on core courses only)
- 19.0 Core Units
- Minimum ACT Score ([or SAT Equivalent](#)) of the prior year state average; Currently 20*May change
- Must enroll full time as a first time freshman, by the first semester following the first anniversary of high school graduation
- Be a US citizen or permanent resident
- Meet TOPS Louisiana residency requirements

Renewal Requirements

- Minimum 2.30 GPA at the end of the first Academic Year (between 24-47 hours of earned credit) ¹
- Minimum 2.50 GPA at the end of all other Academic Years (once 48 hours have been earned) ¹
- Maintain steady Academic Progress at the end of all other semesters/terms (2.00 Cumulative GPA) ¹
- Student must be enrolled full-time as of the 15th class day at a semester institution or as of the 10th class day at a quarter institution and maintain continuous enrollment²
- Earn at least 24 Credit Hours for Academic Year (the TOPS Academic Year begins with the fall term of the award year and concludes immediately before the next fall term commences. All intersessions and summer sessions are included)
- Hours earned during the Intersession between Fall and Spring Semesters will be counted toward meeting the 24 Hours annual Requirement but not toward Full-Time Enrollment
- For more information on courses that will and will not fulfill the 24 Hours annual requirement [click here](#).

¹ Suspended Award will be reinstated if appropriate GPA regained within 24 months.

² Failure to enroll full time, maintain continuous enrollment or earn 24 hours results in cancellation of award and it cannot be reinstated without an [Approved Request for Exception to the Initial, Continuous, Full-Time Enrollment](#) and/or 24 Hour Requirement.

How to Apply

Complete the [Free Application for Federal Student Aid \(FAFSA\)](#). We strongly encourage you to submit your initial (first) FAFSA before July 1 immediately following your high school graduation so that you will receive TOPS credit on your college's fee bill for the Fall semester after graduation. The absolute deadline to receive your initial TOPS application without a reduction in your award is July 1st following the one year anniversary of your high school graduation.

If you file your initial FAFSA after July 1 of your year of high school graduation, your TOPS payment will be made when your FAFSA has been received and your TOPS eligibility has been determined. Once you are determined TOPS eligible, your TOPS payments will be made beginning with the first semester you enrolled as a full time student in an eligible Louisiana college. Further payments will be made only if you meet the TOPS Continuing Eligibility Requirements.

If your initial TOPS application is received on or after July 2 but no later than October 29 following the one year anniversary of your high school graduation TOPS award will be reduced by one semester if received no later than August 30 or two semesters if received no later than October 29.

Students who can verify [ineligibility for Federal Grants](#) may forgo the Free Application for Federal Student Aid and apply via [online application](#).

→ Completing the FAFSA before graduation is a graduation requirement in Louisiana.

→ TOPS Tech Award will be published upon BESE approval.



INDIVIDUAL GRADUATION PLAN

BASIC INFORMATION										
Name:			9th Grade Entry Date:			<input type="checkbox"/> Academic Support Plan Attached (T9 only)				
High School Attending:			Originating Middle School:							
EDUCATION GOALS										
Diploma Type		<input type="checkbox"/> TOPS University Diploma			<input type="checkbox"/> Jump Start TOPS Tech (Career) Diploma					
Diploma Curriculum		<input type="checkbox"/> TOPS University			<input type="checkbox"/> Jump Start TOPS Tech					
Diploma Endorsements		<input type="checkbox"/> Community Service Diploma Endorsement			<input type="checkbox"/> State Seal of Biliteracy		<input type="checkbox"/> STEM Diploma Seal			
Financial Aid & Scholarships		<input type="checkbox"/> TOPS Honors <input type="checkbox"/> TOPS Performance <input type="checkbox"/> TOPS Opportunity			<input type="checkbox"/> TOPS Tech Early Start <input type="checkbox"/> TOPS Tech		Completion Date: _____			
COLLEGE & CAREER GOALS										
Career Specialty/Occupation (Option 1):				Career Specialty/Occupation (Option 2):						
Career Cluster* (Option 1):				Career Cluster* (Option 2):						
Jump Start Graduation Pathway:				Jump Start Graduation Pathway:						
Post-High School Work Force Plans: <input type="checkbox"/> On-the-Job Training <input type="checkbox"/> Military <input type="checkbox"/> Employment				Certifications: <input type="checkbox"/> Statewide <input type="checkbox"/> Regional <input type="checkbox"/> Complementary						
COURSE SELECTIONS FOR CHOSEN PATHWAY										
Subjects	6th-8th/T9 Grade	9th Grade	10th Grade	11th Grade	12th Grade	Graduation Tracker				
						Min Req	Earned	Enrolled	Must Complete	
English						4				
Mathematics						4				
Science										
Social Science										
Health						.5				
Physical Education						1.5				
Foreign Languages										
Arts										
Electives/CTE										
Electives										
Credit Totals										
EXTRACURRICULAR & EMPLOYMENT ACTIVITIES										
Extracurricular						Awards/Industry-Based Certifications				
Employment										
Community Service										
ASSESSMENTS										
Academic						Personal				
						Instrument		Scores		
College & Career Readiness				ACT	ACT	ACT Engage				
				WorkKeys	WorkKeys	ASVAB				
				English I	English II	Skills Inventory				
LEAP 2025, End of Course		Math	Algebra I	Geometry	US History	Career Interest				
		Science		Biology		Learning Styles				
		Social Studies		US History		ONET Profiler				
						Other				
GIFTED & TALENTED COURSES, AP, IB, & CAMBRIDGE COURSES, CLEP EXAMS, ARTICULATED CREDIT/DUAL ENROLLMENT COURSES										
Gifted & Talented Courses		AP, IB, & Cambridge Courses		CLEP Exams		Articulated Credit/Dual Enrollment Courses				
Course	Credit	Course	Score	Course	Credit	Course	Credit	Course	Credit	
SIGNATURE APPROVALS										
	6th-8th/T9	Date	9th	Date	10th	Date	11th	Date	12th	Date
Student										
Parent										
Counselor/Advisor										