NORTH NEWTON SPARTANS

ENGAGE. EDUCATE. EMPOWER.

2019-2020
COURSE TITLES AND DESCRIPTIONS

TABLE OF CONTENTS

Check each section, check for differences, check for dual credit.

GENERAL INTRODUCTION AND RESOURCES

This Curriculum Guide has been developed to assist students and parents to plan the best possible program of studies for each student. The selection of an individual program is a serious responsibility and should be treated as such. Your choices will greatly influence your success while you are a student and the opportunities available to you in the future.

EXPLANATION OF CREDITS

A student may earn one 1.0 credit in each class that is scheduled for one period and one semester of time.

SCHEDULING

In the selection of individual classes and courses of study, careful thought should be given to individual interests and abilities, past academic achievement, and future career and educational goals. You are encouraged to consult with teachers and counselors about educational and career planning.

Selection of alternate courses is very important. When one of your primary course selections is closed or cancelled or a conflict cannot be resolved, an alternate substitution will be made.

The computer will process and arrange your course requests. Schedules will not be changed to accommodate requests for teachers, lunch hours, time of day, friends, enemies, etc.

All students enrolled in North Newton Jr.-Sr. High School are required to be enrolled as full time students. Full time students are expected to carry a minimum of seven classes per semester Exceptions to this requirement will be with the consent of the Principal.

ATHLETIC PARTICIPATION

Athletic Eligibility Status (Per IHSAA C-18-1 Rule): . Student athletes have to be enrolled in at least 5 classes/credits each semester. Student athletes have to pass 5 subjects to be eligible to play.

Academic Eligibility Status: A student receiving two (2) or more F's at the end of a 9 week grading period in any subject will be placed on academic probation for the following 9 week grading period. Any student who is placed on academic probation will be re-evaluated when mid-term reports are distributed. If at that time students who are on academic

probation improve his/her grades to less than two (2) F's, then they will be allowed to participate. The students will remain on academic probation for the full 9 week period.

NCAA DIVISION I & DIVISION II ELIGIBILITY GUIDELINES

If you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse was established by the NCAA member institutions in January 1993. The Clearinghouse ensures consistent application of NCAA initial-eligibility requirements for all prospective student athletes at all member institutions. It is your responsibility to make sure the Clearinghouse has the documents it needs to certify you. The application costs $80. The steps to apply online are as follows:

1). Go to www.ncaa.org
2). Click on **STUDENT-ATHLETES**
3). Click on **FUTURE STUDENT-ATHLETES**
4). Click on **STUDENT-ATHLETE REGISTRATION**
5). Click on the blue arrow pointing to **REGISTER**
6). Click on **CREATE AN ACCOUNT** (Division I or II) / or **CREATE A PROFILE PAGE** (Division III or Undecided)

NAIA ELIGIBILITY

Students who are interested in playing college sports can also expand their options to smaller schools by completing the application on NAIA. The application costs $80. The steps to apply online are as follows:

1). Go to https://www.playnaia.org/
2). Click on **REGISTER** under Eligibility Center

HOME SCHOOL POLICY

Students transferring to North Newton Jr./Sr. High School from homeschool or private school are subject to the same procedures required of students transferring to North Newton Jr./Sr. High School from other public schools.

Students who wish to enroll in home study courses for remedial work, enrichment or introductory courses from institutions of higher learning, or courses offered over the Internet must have prior approval from North Newton Jr./Sr. High school if students are expecting course work to be counted toward graduation. Students must also provide information verifying accreditation such as North Central or State Agency.

POST SECONDARY/NORTH NEWTON CREDIT ENROLLMENT RULE (ARTICLE 10)

Credit may be earned at any accredited public or private college or university located in Indiana that grants a baccalaureate or associated degree. Any student in grades 11 or 12 may enroll either in full-time or part-time in a college or university program to earn credits-toward graduation from high school as well as credits in the college program if:

- Progress toward graduation is not delayed

- North Newton could not offer the course
- The course is a course for which credit can be given
- The student is in good-standing at NN

EARLY GRADUATION

Any student who wishes to graduate from North Newton Jr. Sr. High School after completing seven semesters must meet the following requirements:

1. A student needs to pass the ISTEP GQE exam by spring of their junior year.
2. A student needs to have passed all required courses through their junior year and have at least 40 credits by the end of their junior year.
3. The IHSAA code states that a student who graduates at the end of the 7th semester can not participate in a winter sport the spring semester.
4. A student must take a semester of English 12 or equivalent before their senior the time they wish to graduate.
5. A student must write a letter stating the reason(s) why they wish to graduate a semester early and submit their letter to the principal by April 1st of their junior year and must attend a meeting with the administration to discuss their letter and to evaluate their academic, attendance and behavior records.
6. The North Newton School Board has to approve all early graduation requests.
7. The students will be ranked the first semester of their senior year and listed as a member of their senior graduating class and may participate in the June graduation ceremony with their class.
8. If a student wishes to attend any extra curricular dances during the spring semester of their senior year, they will need to accompany an enrolled student and apply for a guest pass.

Note: As Graduation Requirements evolve, NNSC reserves the right to amend early graduation expectations as the state makes changes throughout the year related to Graduation Pathways.

NORTH NEWTON GRADUATION REQUIREMENTS

The Indiana State Board of Education adopts course and credit requirements for earning a high school diploma. Current course and credit requirements went into effect for students who entered high school in the fall of 2012 (Class of 2016). Students have the option of earning an Indiana Diploma with the following designation(s):

- General;
- Core 40;
- Core 40 with Academic Honors (AHD); or
- Core 40 with Technical Honors (THD).

Forty (40) credits are required for graduation. Academic Honors Diploma and Technical Honors Diploma requires 47 credits.

FORMAL CORE 40 OPT OUT PROCESS

To graduate with less than Core 40 Diploma, a student and guardian are required to meet with the student's school counselor and principal to:

(a) review the student's career and course plan,
(b) be informed of the likely consequences to the student's future if graduating without Core 40,
(c) sign a formal consent form attesting to the above,
(d) complete the courses/credits required for the state minimum diploma/North Newton Jr.-Sr. High School diploma requirements AND
(e) determine the Career Academic Sequence the student will pursue.

WEIGHTED COURSES

- Advanced Placement Biology
- Calculus AB Advanced Placement
- Chemistry II
- English Language and Composition Advanced Placement
- Physics
- Pre Calculus/Trigonometry
- Spanish III
- Spanish IV
- U.S. History Advanced Placement

AP COURSES

- AP Biology
- US History AP
- English Language and Composition AP
- Calculus AB AP

DUAL CREDIT COURSES

Purdue University Northwest

- Calculus AB Advanced Placement
- English Language and Composition AP
- US History AP

Ivy Tech

- Adv. Life Science, Animals
- Agribusiness Management
- Agricultural Mechanization
- Animal Science
- Culinary Arts and Hospitality II
- Food Science
- Health Science Education I
- Horticulture Science
- Human Development and Wellness

- Landscape Management I
- Medical Terminology
- Natural Resources
- Plant and Soil Science
- Sustainable Energy Alternatives

ONLINE COURSES

Edmentum online courses are available to make up credits or take classes which either are not offered at North Newton or in order to expand the student's academic options. Each course costs $30. Any technical difficulties should be directed to Kira Christenson or Karen Fatouros. The process for signing up for an online course is:

- Bring the proof of payment to your counselor
- Counselor adds the course to your schedule
- Pay your balance to Cyndi Wiseman
- Take your receipt to Kira Christenson to get you registered on the Edmentum site to get your sign on information

GRADING AND GRADE POINT AVERAGE

Based on the rationale that more work should receive additional rewards and that additional rewards/incentives lead to increased student performance, the following guidelines are used in computing GPA. Weighted courses receive an additional .67 each semester with grade of C- or better.

A+ = 4.00 A = 4.00 A- = 3.67
B+ = 3.33 B = 3.00 B- = 2.67
C+ = 2.33 C = 2.00 C- = 1.67
D+ = 1.33 D = 1.00 D- = .67
F = 0.00

9 weeks and Semester average – A semester grade will be the average of the two 9 weeks grades and the semester final. A course's 9 week grade will be 45% of the semester average. The semester final will be 10% of the semester grade. [45% +45%+10% = semester grade.] ***Weighted courses have a slightly different grade distribution: [40% + 40% +20% = semester grade].***

HONOR ROLL

There are two honor rolls that recognize student achievement:
AB Honor Roll for students with no grades below a "B-", and an **All A Honor Roll** for students with no grades below an "A-". All grades are counted in computing the Honor Roll.

GRADUATION PATHWAYS


Graduation Pathways
Indiana
GRADUATION PATHWAYS
OVERVIEW
Required for Class of 2023
If offered by the school - students in prior cohorts may opt-in to Graduation Pathways in lieu of the graduation qualifying exam
Students in the class of 2023 must meet...
1 Diploma
2 Learn & Demonstrate Employability Skills
3 Postsecondary-Ready Competencies
IMPLEMENTATION
Tracking
1 student's transcript with completed courses and diploma designation
2 a student's product
3 exam scores, certificates, or course list
Student Work Product Options
Portfolio
Projects
Slideshows
Presentation
Five Year Goal Plan
Videos
Papers
Resume
Dual Credit
Certifications
Reflection of Experience
Letters of Recommendation
Letter of Employment Verification
Postsecondary-related Experiences
1 Diploma
Earn one of the diploma designations...
Core 40
Academic Honors
Technical Honors
General
*opt-out required
2 Learn & Demonstrate Employability Skills
Complete at least one of these experiences...
Project-Based Experience
*allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question.
Service-Based Experience
*integrates academic study with service experience, reflects larger social, economic, and societal issues, and collaborative efforts between students, schools, and community partners.
Work-Based Experience
*activities that occur in a workplace while developing the student's skills, knowledge, and readiness for work.
* Student Work Product required to * verify each experience.
3 Postsecondary-Ready Competencies
Meet at least one of these competencies...
Honors Diploma
*academic or technical
SAT
*reading/writing = 480, math = 530
ACT
*english = 18, reading = 22, math = 22, science = 23 (2 out of 4 needed with at least one in English/Reading and one in Math/Science)
ASVAB
*minimum of 31
Industry Certification
*certification from approved DWD list
Apprenticeship
*federally recognized
CTE Concentrator
*C average or higher in at least 6 HS credits in a state-approved CTE Pathway
AP/IB/Dual Credit/ Cambridge International/CLEP
*C or higher in 3 courses (1 of the 3 courses must be in core content area or all three must be part of a CTE pathway)
Locally Created Pathway
*approved by SBOE
Waiver
*see listed web link
@EducateIN
Indiana Department of Education
Please Visit: https://www.doe.in.gov/graduation-pathways
Questions: DOEGradpathway@doe.in.gov

INDIANA

CORE 40

Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

Course and Credit Requirements	
English/ Language Arts	**8 credits** Including a balance of literature, composition and speech.
Mathematics	**6 credits (in grades 9-12)** 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II *Or complete Integrated Math I, II, and III for 6 credits.* *Students must take a math course or quantitative reasoning course each year in high school*
Science	**6 credits** 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	**6 credits** 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	**5 credits** World Languages Fine Arts Career and Technical Education
Physical Education	**2 credits**
Health and Wellness	**1 credit**
Electives*	**6 credits** (College and Career Pathway courses recommended)
40 Total State Credits Required	

Schools may have additional local graduation requirements that apply to all students (not required for students with an IEP).

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

**SAT scores updated September, 2017

***WorkKeys assessment titles updated, 2018

CORE 40 with Academic Honors *(minimum 47 credits)*

For the **Core 40 with Academic Honors** designation, 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 a "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. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.**
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE 40 with Technical Honors *(minimum 47 credits)*

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

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. Pathway designated industry-based certification or credential, or
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcripted college 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. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, Level 5.***
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass: Algebra 66 , Writing 70, Reading 80.

Indiana General High School Diploma

The completion of Core 40 is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) must meet to discuss the student's progress.
- The student's Graduation Plan (including four year course plan) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Course and Credit Requirements (Class of 2016 & Beyond)	
English/Language Arts	**8 credits**
	Credits must include literature, composition and speech
Mathematics	**4 credits**
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course ***General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.***
Science	**4 credits**
	2 credits: Biology I 2 credits: Any science course ***At least one credit must be from a Physical Science or Earth and Space Science course***
Social Studies	**4 credits**
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	**2 credits**
Health and Wellness	**1 credit**
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	**6 credits**
Flex Credit	**5 credits**
	Flex Credits must come from one of the following: • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	**6 credits** Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.
40 Total Credits Required Schools may have additional local graduation requirements that apply to all students	

(Updated Dec., 2011)

THE MITCH DANIELS EARLY GRADUATION SCHOLARSHIP

This is an educational benefit for students who graduate from a publicly supported high school at least one year early. The scholarship pays $4,000 to be applied first to any remaining unpaid tuition and fees and can be used at any Indiana College. The balance of the scholarship shall be remitted to the student. This is a one time benefit and may not be renewed. The scholarship may not be used for remedial course work. Students must have met at least the minimum requirements for granting a high school diploma by the end of grade 11, including ay summer courses completed by July 1st of the year of graduation. Within 5 months of graduating from high school the student must become a student in a post secondary Indiana college or

University, seeking a degree. Only students receiving Core 40 & Academic Honors diplomas are eligible for this scholarship.

INDIANA GRANT INFORMATION
Beginning with the high school graduating class of 2011, for students attending Indiana's four-year colleges and universities, the State requires the completion of Core 40 (or documented equivalent) to receive state-supported financial aid from the Frank O'Bannon Grant Program and the Twenty-first Century scholars program; and that students not meeting the Core 40 minimum requirement may have eligibility for state financial aid reinstated by demonstrating readiness to succeed at credit bearing college coursework by successfully completing twelve credit-hours of college-level transferable coursework; and that Indiana students who attain the age of 21 years during the intended semester of their postsecondary enrollment, or who are older than 21, shall not be subject to the Core 40 requirement for state financial aid outlined above.

A premium grant award has been approved for Indiana students who qualify for state student assistance grants and who prepare well for college. Currently, students who meet eligibility criteria may qualify for up to 80% approved tuition (less a student or family contribution based upon ability to pay) to an eligible Indiana college or university. This is awarded as a State Student Assistance Commission of Indiana (SSACI) grant based on financial need calculated from the federal needs assessment mechanism available through the Free Application for Federal Student Aid (FAFSA).

ACADEMIC HONORS AND CORE 40 DIPLOMA GRANTS are offered only to Frank O'Bannon Grant recipients who have financial need and who graduate from an eligible Indiana high school with an Academic Honors or Core 40 diploma with accumulative GPA of 3.0 and 2.0 respectively on a 4.0 scale. Graduating with the diplomas does not guarantee financial aid. If you think you should have the grant but do not or if you have been awarded one of these grants without meeting the qualifications, go to www.ahdc40.in.gov/fix immediately and follow the instructions. Claiming an award you do not deserve will permanently disqualify you from receiving state grants.

21st CENTURY SCHOLARS SCHOLARSHIP
Affirmed 21st Century Scholars must graduate from an eligible Indiana high school with a final GPA of 2.5 or better on a 4.0 scale. In addition they must enroll full-time at an eligible Indiana college and abstain from criminal activity and the illegal use of controlled substances including alcohol. Failure to meet these requirements will result in loss of the scholarship. If you do not have the required school GPA or have engaged in criminal activities, immediately contact SSACI at (317) 233-2100. Claiming an award you do not deserve will permanently disqualify you from receiving state grants. Students must apply by June 30th of their 8th grade year. Scholars must participate in an academic success program. A student must be a member of a household with an annual income of not more than the amount required for the student to qualify for federal free or reduced price lunches, as determined by the immediately preceding tax year for the household. Scholars must use the scholarship within one year. Students can apply for this scholarship starting their 7th grade through June 30th at the end of their 8th grade year. Go online at www.Scholars.in.gov to apply.

ADVANCED COLLEGE CREDIT COURSES

COLLEGE LEVEL COURSE ENROLLMENT PROCEDURES

North Newton students in grades 11 & 12 may enroll in college courses at an accredited college with the approval of the counselor, principal, and the college admissions department. Each student who intends to enroll in a college course shall notify the principal and counselor. In order to enroll in a college course, a student must have a grade point average of 3.0 or higher, have taken the SAT or ACT college entrance exams, must have good attendance and a good record of behavior. The student and parents are responsible for the course fees and for transportation costs. The student is responsible for applying to the college. The parent and student must sign an agreement to these requirements.

A three hour college course will be equal to one semester credit. A five and six hour college course will be equal to two credit semester course. A college course at a four year accredited college will receive the same grade weight as North Newton's weighted courses.

Students taking dual credit Ivy Tech courses at North Newton will not receive weighted grades for these courses.

If a student fails the college course, the student will receive an "F" on the high school transcript which will be calculated in the student's grade point average. If a student fails to complete a college course by the end of North Newton's semester, the student will receive an incomplete until the grade is received. A grade point average will not be calculated and a class rank will not be determined until the grade is received. A senior with an incomplete at the end of the 8th semester, will not be considered for the top 10% or valedictorian or salutatorian. All North Newton graduation requirements must be met in order for a student to participate in the graduation ceremony.

If a student doesn't finish a college course and drops due to poor academic performance or due to difficulty of the course, the student will receive an "F" on the high school transcript if the drop is after the first two weeks of a semester.

IVY TECH

North Newton currently has an articulated agreement with Ivy Tech State College for the following courses:

- Adv. Life Science, Animals
- Agribusiness Management
- Agricultural Mechanization
- Animal Science
- **Culinary Arts and Hospitality II**

- Food Science
- **Health Science Education I**
- Horticulture Science
- **Human Development and Wellness**
- Landscape Management I
- **Medical Terminology**
- Natural Resources
- Plant and Soil Science
- Sustainable Energy Alternatives

The classes that are bold: Culinary Arts and Hospitality II, Health Science Education I, Human Development and Wellness, and Medical Terminology all require a passing score on the Accuplacer exam, taken during school hours, in both Reading (76) and Writing (80). The student can alternatively earn dual credit if a passing score on Accuplacer was not received by:

- Seniors with a 2.6 GPA or higher and at least a Core 40 Diploma
- One testing scores high enough from each Reading and Writing Subscores:
    - Reading Subscores (PSAT-25, SAT-25, ACT-18)
      ---------AND--------
    - Writing Subscores (PSAT-26, SAT-28, ACT-17)

PURDUE UNIVERSITY NORTHWEST

North Newton will have the opportunity to attain dual credit through Purdue University Northwest while completing courses at North Newton. Within a select set of classes, North Newton students will have the opportunity to receive college credit. Students must fulfill two of the following three requirements to enroll in a dual credit course through Purdue University Northwest:

1] Rank in the upper one third of their class
2] Cumulative grade point average of 3.0 or better or
3] combined SAT score of 1500 or a combined ACT score of 21.

The current fee for the courses is $25.00 per credit hour and is subject to change.
The following courses will be offered for dual credit at North Newton:

- Calculus AB Advanced Placement
- English Language and Composition AP
- US History AP

NOTICE OF RIGHT TO AMEND OFFERED COURSES

While this Course Catalog is intended to encompass all courses that are currently offered or may be offered throughout the course of the year, the administration reserves the right to add any course that may be needed to assist students in meeting Graduation Requirements.

With the continued evolution of Graduation Pathways, it has become common for prerequisites for CTE and other courses to change, as well as what courses constitute a Pathway. In order to meet the needs of our students, it is important that we continue to adjust our curriculum to comply with DOE expectations.

To get the most up to date information regarding graduation requirements and Graduation Pathways, please consult the DOE website.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) courses are intended to be equivalent to a similar college level course. The College Board does not designate a time period during which the content of the high school course is to be covered. Most AP courses require two traditional semesters to adequately address the course content and prepare students for the associated exam. The bulleted items following each course description indicate a few AP classes that could conceivably be completed in either one semester or two. All schools wishing to label a course "AP" must submit the subject-specific AP Course Audit form and the course syllabus to the College Board for each teacher of that AP course. The AP course audit information and is available at http://www.collegeboard.com/html/apcourseaudit/. It is also strongly recommended that all AP teachers take advantage of professional development opportunities in their content area.

Student Selection Criteria for AP courses: The College Board suggests that all students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population. The IDOE further supports a school developing criteria for admission to AP courses to include, but are not limited to, AP Potential, previous success in content area courses, teacher recommendations and standardized test results.

A comprehensive description of all AP course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

AP BIOLOGY (L) *3020* (*BIO AP*)
AP Biology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit

and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties.

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: Biology I and Chemistry I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a quantitative reasoning course

AP CALCULUS AB *2562* (*CALC AB AP*)

AP Calculus AB is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Pre-Calculus
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course
- *Dual Credit available through Purdue Northwest:*
    - *College Course Names: Math 163*
    - *College Credits: 2 semester course, 5 credits total*

AP ENGLISH LANGUAGE AND COMPOSITION *1056 (LNG/COMP AP*)

AP English Language and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study.

- Recommended Grade Level: 11, 12 (College Board does not designate when this course should be offered).

- Recommended Prerequisites: English 9 and English 10 or teacher recommendation. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for grades 11 or 12 for all diplomas
- *Dual Credit available through Purdue Northwest:*
    - *College Course Names: Eng 104/Eng 231*
    - *College Credits: 2 semester course, 3 credits per semester*

AP UNITED STATES HISTORY *1562* (US HIST AP)

AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 2 semester course, 1 credit per semester
- Fulfills the US History requirement for all diplomas
- *Dual Credit available through Purdue Northwest:*
    - *College Course Names: Hist 151/Hist 152*
    - *College Credits: 2 semester course, 3 credits per semester*

CAREER AND TECHNICAL EDUCATION COURSES

Career and Technical Education (CTE) course titles and descriptions are included in this document under the primary CTE subject area headings of:

Career and Technical Education (CTE)
CTE: Agriculture
CTE: Business, Marketing and IT
CTE: Engineering/Technology
CTE: Family and Consumer Sciences
CTE: Health Science
CTE: Trade and Industry
CTE: Work Based Learning

In addition, there are course titles and descriptions in the International Baccalaureate subject area that may also considered to be Indiana CTE courses.

CTE: AGRICULTURE COURSES

Agriculture is an active part of the curriculum for many high schools in Indiana. This program area combines home, school and community as the means of education in agriculture and natural resources. The courses provide a solid foundation of academic knowledge and hands-on applications through classroom activities, laboratory experiments, project based learning, supervised agricultural experiences (SAE) and FFA.

The vision and mission of Indiana's Agriculture program is that all people understand and value the vital role of agriculture, food, fiber, and natural resource systems to advance personal and global well-being, prepare students for successful careers, and make a lifetime of informed choices in agriculture.

The goals for Agricultural Educations students focus on providing learning experiences that will allow them to:

- Demonstrate desirable work ethics and work habits.
- Apply the basic competencies and background knowledge in agriculture and related occupations.
- Analyze entrepreneurial, business and management skills needed to enter agriculture and related occupations.
- Expand leadership and participatory skills necessary for the development of productive and contributing citizenship in our democratic society.
- Gain effective social and interpersonal communication skills.
- Be aware of career opportunities in agriculture and set career objectives.
- Acquire job-seeking, employability and job-retention skills.
- Advance in a career through a program of continuing education and life-long learning.
- Apply reading, writing, mathematics, communication and study skills.
- Recognize the interaction of agriculture with governments and economic systems at the local, state, national and global levels.
- Recognize the ways new technologies impact agriculture and how agriculture impacts the environment.

It is important to understand and reaffirm that career-technical experiences do not preclude students from going on to higher education; in fact, participation enhances the opportunity. A growing number of students are combining college and career preparation in their high school pathway plans. Agriculture and FFA have a long history of successfully preparing students for both entry-level careers and further education in the science, business and technology of agriculture. The programs combine classroom instruction and hands-on career focused learning to develop students' potential for premier leadership, personal growth and career success.

FFA

The FFA student leadership organization is an integral part of a total agricultural education program. Local agriculture teacher(s) serve as the FFA chapter advisors. The many activities of the FFA parallel the methodology of the instructional program and are directly related to the occupational goals and objectives. District and state level FFA activities provide opportunities for students to demonstrate proficiency in the knowledge, skills and aptitudes acquired through the agriculture program. Agriculture students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts and state by participating in national FFA activities.

Instructional activities of the FFA require participation by the agriculture students as an integral part of an agricultural education course of instruction and, therefore, may be considered an appropriate use and amount of the allotted instructional time.

ADVANCED LIFE SCIENCE: ANIMALS (L) *5070* (*ALS ANIML*)

Advanced Life Science: Animals provides students with opportunities to participate in a variety of activities including laboratory work. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory, fieldwork, leadership development, supervised agricultural experience and the exploration of career opportunities, they will recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, and ecology, as well as historical and current issues in animal agriculture in the area of advanced life science in animals.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources, Biology, Chemistry, Integrated Chemistry Physics, Animal Science
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as an Elective or Directed Elective for all diplomas
- Fulfills a Core 40 Science requirement for all diplomas
- Qualifies as a quantitative reasoning course
- *Dual Credit available through Ivy Tech, Lafayette Campus:*
    - *College Course Name: AGRI 107-Adv. Animal Science*
    - *College Credits: 2 semester course, 3 credits total*

ADVANCED LIFE SCIENCE: FOODS (L) *5072* (*ALS FOODS*)

Advanced Life Science: Foods provides students with opportunities to participate in a variety of activities which includes laboratory work, leadership development, supervised agricultural experience and exploration of career opportunities. This is a standards-based, interdisciplinary science course that integrates biology, chemistry and microbiology in the context of foods and the global food industry. Students enrolled in this course formulate, design and carry out food-base laboratory and field investigations as an essential course component. Students understand how biology, chemistry and physics principles apply to the

composition of foods, the nutrition of foods, food and food product development, food processing, food safety and sanitation, food packaging and food storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry in the context of highly advanced industry applications of foods in the area of advanced life science in foods. Participation in FFA or FCCLA encourages development of leadership, communication, community service and career related skills.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural
- Resources, Advanced Nutrition and Wellness, Biology, Chemistry, Integrated Chemistry Physics, Food Science, Nutrition and Wellness
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as an Directed Elective or Elective for all diplomas
- Fulfills a Core 40 Science requirement for all diplomas
- Qualifies as a quantitative reasoning course

AGRIBUSINESS MANAGEMENT *5002* (*AG BUS MGMT*)

Agribusiness Management provides foundational concepts in agribusiness. This course introduces students to the principles of business organization and management from a local and global perspective while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership development, supervised agricultural experience career opportunities in the area of agribusiness management.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as an Elective or Directed Elective for all diplomas
- Qualifies as a quantitative reasoning course
- *Dual Credit available through Ivy Tech, Lafayette Campus:*
    - *College Course Name: AGRI 102-Agricultural Business & Farm Management*
    - *College Credits: 2 semester course, 3 credits total*

AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY *5088* (*AG POW*)

Agriculture Power, Structure and Technology is a lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agriculture power, structure and technology.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- *Dual Credit available through Ivy Tech, Lafayette Campus:*
    - *College Course Name: AGRI 106-Agriculture Power, Structure & Technology*
    - *College Credits: 2 semester course, 3 credits total*

ANIMAL SCIENCE *5008* (*ANML SCI*)
Animal Science provides students with an overview of the animal science field. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Life Science or Physical Science requirement for the General Diploma
- *Dual Credit available through Ivy Tech, Lafayette Campus:*
    - *College Course Name: AGRI 103-Animal Science*
    - *College Credits: 2 semester course, 3 credits total*

FOOD SCIENCE *5102 (FOOD SCI)*
Food Science provides students with an overview of food science and its importance. Introduction to principles of food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry help students understand the role that food science plays in securing a safe, nutritious and adequate food supply. A project-based approach is utilized along with laboratory, team building and problem solving activities to enhance student learning, leadership development, supervised agricultural experience and career opportunities in the area of food science.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources

- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Life Science or Physical Science requirement for the General Diploma
- *Dual Credit available through Ivy Tech, Lafayette Campus:*
    - *College Course Name: AGRI 104-Food Science*
    - *College Credits: 2 semester course, 3 credits total*

HORTICULTURE SCIENCE *5132* (*HORT SCI*)
Horticulture Science is designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing and marketing of plants and its products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest and pest management. Students participate in a variety of activities to include extensive laboratory work usually in a school greenhouse, leadership development, supervised agricultural experience and learning about career opportunities in the area of horticulture science.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Life Science or Physical Science requirement for the General Diploma
- *Dual Credit available through Ivy Tech, Lafayette Campus:*
    - *College Course Name: AGRI 116-Survey of Horticulture*
    - *College Credits: 2 semester course, 3 credits total*

INTRODUCTION TO AGRICULTURE, FOOD AND NATURAL RESOURCES *5056* (*INT AGFNR*)
Introduction to Agriculture, Food and Natural Resources is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, food and natural resources.

- Recommended Grade Level: 9
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

- Counts as a Directed Elective or Elective for all diplomas

LANDSCAPE MANAGEMENT I *5136* (*LAND MGMT I)*
Landscape Management provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures of landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscape operations and the care and use of equipment utilized by landscapers. Students will also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course
- *Dual Credit available through Ivy Tech, Lafayette Campus:*
    - *College Course Name: AGRI 164-Landscape Design*
    - *College Credits: 2 semester course, 3 credits total*

LANDSCAPE MANAGEMENT II *5137* (*LAND MGMT II*)
Landscape Management II extends the content and skills of Landscape Management and provides the student with in-depth exploration of the many career opportunities in the diverse field of landscape management. Students continue to build knowledge and skill in the procedures used in landscape planning and design using current industry standards and practices. Extended laboratory experiences include application of the principles and procedures involved especially in the Midwest and Great Lakes areas with landscape construction; turf management; scheduling and oversight of landscape maintenance; weed control; non-pathogenic and disease prevention, diagnosis, and treatment; communications; management skills necessary in landscaping operations; and the use and maintenance of equipment utilized by landscapers. Students should also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management.

- Recommended Grade Level: 12
- Required Prerequisites: Landscape Management I
- Recommended Prerequisites: Plant and Soil Science or Horticulture Science
- Credits: 2 semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

- Qualifies as a quantitative reasoning course

NATURAL RESOURCES *5180* (*NAT RSS*)
Natural Resources provides students with a foundation in natural resources. Hands-on learning activities in addition to leadership development, supervised agricultural experience and career exploration encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife and safety.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- *Dual Credit available through Ivy Tech, Lafayette Campus:*
    - *College Course Name: AGRI 115-Natural Resources Management*
    - *College Credits: 2 semester course, 3 credits total*

PLANT AND SOIL SCIENCE *5170* (*PLT SL SCI*)
Plant and Soil Science provides students with opportunities to participate in a variety of activities which includes laboratory work. The following topics are found in this course: plant taxonomy, components and their functions; plant growth, reproduction and propagation; photosynthesis and respiration; environmental factors affecting plant growth, management of plant diseases and pests; biotechnology; the basic components and types of soil; calculation of fertilizer application rates and procedures for application; soil tillage and conservation; irrigation and drainage; land measurement, cropping systems, precision agriculture, principles and benefits of global positioning systems; and harvesting. Leadership development, supervised agricultural experience and career exploration opportunities in the field of plant and soil science are also included.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Life Science or Physical Science requirement for the General Diploma only
- *Dual Credit available through Ivy Tech, Lafayette Campus:*
    - *College Course Name: AGRI 105-Plant and Soil Science*
    - *College Credits: 2 semester course, 3 credits total*

SUPERVISED AGRICULTURAL EXPERIENCE *5228* (*SAE*)
Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students will

experience and apply what is learned in the classroom, laboratory and training site to real-life situations with a standards-based plan for learning. Students work closely with their agriculture teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. Curriculum content and competencies need to be varied so that school year and summer session experiences are not duplicative.

- Recommended Grade Levels: 10, 11, 12
- Recommended Prerequisite: Introduction to Agriculture, Food and Natural Resources
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum
- Curriculum content and standards-based plan for learning should not be duplicated when this course is taken for multiple semesters.

SUSTAINABLE ENERGY ALTERNATIVES *5229* (*SUS NRG*)

Sustainable Energy Alternatives broadens a student's understanding of environmentally friendly energies. In this course students will use a combination of classroom, laboratory, and field experiences to analyze, critique, and design alternative energy systems. Class content and activities center on renewability and sustainability for our planet. Topics covered in this course include the following types of alternative energies: solar, wind, geothermal, biomass and emerging technologies. Leadership development, supervised agricultural experience and career exploration opportunities in the field sustainable energy are also included.

- Recommended Grade Levels: 11, 12
- Required Prerequisite: Introduction to Agriculture, Food and Natural Resources or Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- *Dual Credit available through Ivy Tech, Lafayette Campus:*
    - *College Course Name: AGRI 119-Sustainable and Alternative Energy*
    - *College Credits: 2 semester course, 3 credits total*

CTE: BUSINESS, MARKETING, INFORMATION TECHNOLOGY, ENTREPRENEURSHIP COURSES

Business and industry surveys indicate that economic survival in the 21st century will demand that students know and understand both fundamental and technical concepts of business as well as possess the ability to execute these concepts in nearly any setting. All persons regardless of age, gender, and career aspirations, can benefit from participating in Business, Marketing, Information Technology, and Entrepreneurship education. These programs provide a foundation for success for *all students*.

BUSINESS LAW AND ETHICS *4560* (*BUS LAW ETH*)

Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods, case review, and situational analyses.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

COMPUTER ILLUSTRATION AND GRAPHICS *4516* (*COMP ILL GRPH*)

Computer Illustration and Graphics introduces students to the computer's use in visual communication. The focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. This course also covers advertising theory and preparation of copy, lettering, posters, vector illustrations, graphics and logos, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design products that impart information and ideas. Advanced instruction might include experiences in silk screening and airbrush techniques as well as activities in designing product packaging and commercial displays or exhibits.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Digital Applications and Responsibility
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

COMPUTER SCIENCE I *4801* (*COM SCI I*)

Computer Science I introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flowcharting, pseudocoding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.

- Recommended Grade Level: 10, 11, 12
- Required Prerequisites: Introduction to Computer Science or teacher confirmation of student demonstration of mastery of the Intro to Computer Science standards

- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

COMPUTER SCIENCE II *5236* (*CS II PROG*)
Computer Science II: explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Coursework emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers, and data file access methods. An emphasis on logical program design using a modular approach, which involves task oriented program functions.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Computer Science I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

INTERACTIVE MEDIA *5232* (*INT MEDIA*)
Interactive Media prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the "virtual workplace".

- Recommended Grade Level: 11, 12
- Required Prerequisites: Digital Applications and Responsibility
- Recommended Prerequisites: Introduction to Communications
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum Counts as a Directed Elective or Elective for all diplomas

INTRODUCTION TO COMPUTER SCIENCE *4803* (*INTO CS*)
Introduction to Computer Science allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: None
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

PREPARING FOR COLLEGE AND CAREERS *5394* (*PREP CC*)
Preparing for College and Careers 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. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

- Recommended Grade Level: 9
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c) (6).
- Counts as a Directed Elective or Elective for all diplomas

APPLIED PREPARING FOR COLLEGE AND CAREERS *5394A (APPL PREP CC)*
Applied Preparing for College and Careers 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. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in- depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

- Recommended Grade Level: 9-12
- Applied Units: 2 units maximum
- Counts as an Elective or Employability for the Certificate of Completion

PRINCIPLES OF BUSINESS MANAGEMENT *4562* (*BUS MGMT*)
Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free-enterprise

system. Students will attain an understanding of management, team building, leadership, problem-solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Business
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

PRINCIPLES OF MARKETING *5914* (*PRN MRKT*)
Principles of Marketing provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem-solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing- information management, pricing, and product/service management.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

ENGLISH/LANGUAGE ARTS COURSES

The State Board of Education requires **eight credits** in English/Language Arts for graduation from Indiana high schools. All courses should be based on *Indiana's Academic Standards for English/Language Arts.* The courses that meet Indiana Core 40 requirements should also meet the Indiana Academic Standards. A course that primarily emphasizes the completion of: (1) forms, (2) letter writing, (3) worksheets, and (4) skill-and-drill does not meet the English/ Language Arts graduation requirements. These courses must assist students in developing skills in all aspects of reading and language arts, especially the ability to think critically.

NOTE: Schools may decide locally whether students must take English 9-12. Indiana Administrative Code 6-7.1-5 requires 8 credits in ELA to be earned with a balance in literature, composition, and speech over four years.

The goal of the study of *literature* is to provide students with frequent and continual opportunities to: (1) learn and apply essential skills in reading and writing in order to read proficiently; (2) read widely to build a better understanding of various types of texts, genres, and national and international cultures; (3) acquire new information to enable them to meet the needs of the workplace and society as a whole; and (4) make reading a lifelong pursuit. Literature courses must provide the skills necessary to respond to literature critically, reflectively, and imaginatively both in writing and speaking and to develop strategies for making independent critical analyses of literature. Literature courses include reading for

pleasure and expose students to reading materials available in school media centers and public libraries.

The goal of *composition* is to provide students with frequent and continual opportunities to learn and apply essential writing skills, using a process that includes: (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) producing a final formal product. Strategies should include evaluating and responding to the writings of others. In addition to instruction in creating clear, coherent, and organized paragraphs and multi-paragraph essays for a variety of audiences and purposes, the courses teach strategies for collecting and transforming data for use in writing, as well as teach criteria to use in the evaluation and revision of various types of writing. Instruction in grammar, usage, and mechanics is integrated with writing instruction so that students develop a common language for editing and revising. All writing in its final publication form follows accepted conventions of language style, mechanics, and format.

English Pathway
All general education students will attempt:

- English 9
- English 10

Beginning in 11th grade, students will select a balance of available literature and composition courses to account for the remaining 4 English credits. Students may also select additional courses in either category, or take Speech/Advanced Speech to recover credits for English 9 or 10.

While all possible courses are listed in this catalog, only select titles based on student interest and teacher availability will be offered. Final decisions will be made throughout the summer as the Master Schedule is balanced and finalized. Students should select and rank the courses in their order of preference so the guidance office can do its best to meet the needs of students.

Preference will be given to seniors when a class reaches its maximum size.

Resource English
Resource English courses will be offered on a four-year rotation, allowing for multi-grade sections. These courses will be a combination of:

- Themes in Literature (A / B)
- Short Stories
- Novels
- Composition (A / B)
- Advanced Composition (A / B)

General Education Composition Sequence

- Composition Semester A can be taken at any time in grades 11 and 12 or, with teacher recommendation, concurrently with English 10.
- Composition Semester B and Advanced Composition Semester B must be taken in chronological sequence.
- Advanced Composition Semester A is recommended for all college bound students.

ENGLISH 9 *1002 (ENG 9)*
English 9, an integrated English course based on the *Indiana Academic Standards for English/Language Arts in Grades 9-10,* is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write, responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade Level: 9
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

APPLIED ENGLISH 9 *1002A* (*APP ENG 9*)
Applied English 9 is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information

- Recommended Grade Level: 9-10
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

ENGLISH 10 *1004 (ENG 10)*
English 10, an integrated English course based on the *Indiana Academic Standards for English/Language Arts in Grades 9- 10*, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained

research assignments. Students deliver grade- appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade Level: 10
- Recommended Prerequisites: English 9 or teacher recommendation
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

APPLIED ENGLISH 10 *1004A (APP ENG 10)*

Applied English 10 an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade Level: 9-10
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

ENGLISH 11 *1006 (ENG 11)*

English 11, an integrated English course based on the *Indiana Academic Standards for English/Language* Arts *in Grades 11-12*, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: 11
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

NOTE: This course will only be offered online for credit recovery or alternative students in 2019-2020.

APPLIED ENGLISH 11 *1006A (APP ENG 11)*

Applied *English 11*, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade- appropriate multimedia presentations and access online information.

- Recommended Grade Level: 11-12
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

ENGLISH 12 *1008 (ENG 12)*

English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11- 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: 12
- Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

NOTE: This course will only be offered online for credit recovery or alternative students in 2019-2020.

APPLIED ENGLISH 12 *1008A (APP ENG 12)*

Applied English 12, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures,

graphs, charts and tables. Students write and deliver grade- appropriate multimedia presentations and access online information.

- Recommended Grade Level: 11-12
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

Elective Titles

NOVELS *1042 (NOVELS)*

Novels, a course based on the *Indiana Academic Standards for English/Language Arts*, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors from the past and present or sets of novels from a specific era or across several eras. Course can be offered in conjunction with a composition course, or schools may embed *Indiana Academic Standards for English/Language Arts* writing standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

SHORT STORIES *1046 (SHORT STRS)*

Short Stories, a course based on the *Indiana Academic Standards for English/Language Arts*, is a study of the distinct features of the short story, such as being tightly focused narrative fiction. The course may be organized by historical periods, themes, or authors. Students examine short stories with modernist and contemporary themes by a variety of authors from the perspective of audience, purpose, and historical development. Students analyze what distinguishes the short story genre from other literary genres, such as the novels, epics, romances, biographies, etc. Course can be offered in conjunction with a composition course, or schools may embed *Indiana Academic Standards for English/Language Arts* writing standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

THEMES IN LITERATURE *1048 (THEMES LIT)*

Themes in Literature, a course based on the *Indiana Academic Standards for English/Language Arts*, is a study of universal themes, such as the journey of the hero, the trials of youth, the

search for identity, and other themes appropriate to the level and interests of students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition. Course can be offered in conjunction with a
composition course, or schools may embed *Indiana Academic Standards for English/Language Arts* writing standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

ADVANCED SPEECH AND COMMUNICATION *1078 (ADV SPEECH)*

Advanced Speech and Communication, a course based on the *Indiana Academic Standards for English/Language Arts* and emphasizing the *High School Speech and Communication Standards*, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multimedia presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery. Course can be offered in conjunction with a composition and literature course, or schools may embed *Indiana Academic Standards for English/Language Arts* within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Speech or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

SPEECH *1076* (*SPEECH)*

Speech, a course based on the *Indiana Academic Standards for English/Language Arts*, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing. Course can be offered in conjunction with a composition and literature course, or schools may embed *Indiana Academic Standards for English/Language Arts* within curriculum.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

APPLIED SPEECH *1076A (APP SPEECH)*

Applied Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and/or multimedia presentations, including student portfolios, viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Student products are aligned to their mode of communication.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an English/Language Arts or Employability Requirement for the Certificate of Completion

Literature Electives

AMERICAN LITERATURE 1020 (AMER LIT)
American Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of representative works and authors of the United States. Students read, analyze, evaluate, critique, and actively respond to a wide variety of literary genres that reflect American culture, including quality works of various ethnic and cultural minorities. Students compare readings and media from literature, history, and other subjects by demonstrating how the ideas and concepts presented in the works are interconnected, distinctly American, and important to an understanding of the development of the current culture. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within American Literature curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Fulfills an English/Language Arts requirement for all diplomas
- Credits: 1 to 2 semester course, 1 credit per semester

BIBLICAL LITERATURE 1022 (BIBLE LIT)
Biblical Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the Bible, viewed from a literary standpoint, as a source of a wide variety of literary patterns, themes, and conventions. Students examine the different books in relation to the various historical time frames of the books and in relation to related literature as it pertains to Biblical themes. Students read, discuss, and write about Biblical references (allusions) in both classical and modern literature, formation of a canonical Bible, inclusion of apocryphal and heretical writings, oral versus literate transmission of sacred history and doctrine, and questions and problems of interpretation. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation

- Credits: 1 to 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

ENGLISH LITERATURE 1030 (ENG LIT)
English Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of representative works of the English-speaking authors associated with the Commonwealth of Nations, including England, Scotland, Ireland, Wales, Canada, Newfoundland, Australia, New Zealand, India, South Africa, Kenya, Botswana, and others. Students examine a wide variety of literary genres that reflect the English-speaking peoples from the Anglo-Saxon Period to the present. Students analyze how the ideas and concepts presented in the works are both interconnected and distinctly reflective of the cultures and the countries in which they were written. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

Note: This course will NOT be offered in 2019-2020. It will return in 2020-2021.

TWENTIETH-CENTURY LITERATURE 1050 (20TH-C LIT)
Twentieth Century Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of twentieth-century literature in the United States, the British Isles, and Europe with a focus on major works and writers in the Modern Period, the Harlem Renaissance, Early Contemporary Literature and Contemporary Literature from a chronological or thematic perspective. Students examine a variety of genres including novels, short stories, poetry, dramas, science fiction, and others. Students analyze how the writers and their works either reflected or influenced the issues of the time. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas 167 Indiana Department of Education High School Course Titles and Descriptions

WORLD LITERATURE 1052 (WORLD LIT)
World Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of ancient and modern representative works by major authors from six continents: Africa, Asia, Australia, Europe, North America, and South America. Students examine a wide variety of literary genres and themes. Students analyze how the ideas and

concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

Composition Electives

ADVANCED COMPOSITION 1098 (ADV COMP)
Advanced Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports in addition to other 170 Indiana Department of Education High School Course Titles and Descriptions appropriate writing tasks. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, Composition, or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

COMPOSITION 1090 (COMP)
Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas 1090A (recommended local course code)

APPLIED COMPOSITION

Applied Composition, a course based on the Indiana Academic Standards or Content Connectors for English/Language Arts, is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style.

- Recommended Grade Level: 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an English/Language Arts Requirement or Elective for the Certificate of Completion

CREATIVE WRITING 1092 (CREAT WRIT)

Creative Writing, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for 171 Indiana Department of Education High School Course Titles and Descriptions writing, and the style of their own writing. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
  Fulfills an English/Language Arts requirement for all diplomas

NOTE: This course will not be offered in 2019-2020. It is the goal to offer this course at least once every four years, depending on student interest.

CTE: FAMILY AND CONSUMER SCIENCES COURSES

Family and Consumer Sciences has roots in both academic and career and technical education and easily reaches beyond the education system into the community as it focuses on the needs of individuals and families. Essential preparation for success of all students includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied contexts. As the future members and leaders of tomorrow's families, workplaces, and communities, students need to be able to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives.

High school Family and Consumer Sciences is organized into a variety of semester-long and year-long courses. State-approved high school Family and Consumer Sciences courses and the curriculum framework for each course provide guidelines for local High school Family

and Consumer Sciences programs that focus on building strong and resilient individuals and families and helping students manage personal and family issues. The High school Family and Consumer Sciences course frameworks reflect the current vision and mission statements for Family and Consumer Sciences and the 2018 High school Family and Consumer Sciences National Standards and provide consistency among High school Family and Consumer Sciences programs across the state.

FCCLA

Family, Career & Community Leaders of America is the official student organization for Family and Consumer Sciences Education in Indiana and across the country. The FCCLA organization helps students develop leadership and citizenship skills while synthesizing and applying Family and Consumer Sciences content and skills in family, workplace, and community settings. As a teaching/learning approach, FCCLA offers teacher-developed and student-tested strategies and materials that center the responsibility for achieving FACS standards on students through in-class and co-curricular chapter programs and projects.

ADVANCED CHILD DEVELOPMENT *5360* (*ADVCHLDDEV*)

Advanced Child Development is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 4 through age 8 (grade 3). It builds on the Child Development course, which is a prerequisite. Advanced Child Development includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Child Development
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

ADVANCED NUTRITION AND WELLNESS *5340* (*ADV NTRN WEL*)

Advanced Nutrition and Wellness is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. Advanced Nutrition and Wellness is an especially appropriate course for students interested in careers in the medical field, athletic

training and dietetics. This course builds on the foundation established in Nutrition and Wellness, which is a required prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. Topics include extensive study of major nutrients, nutritional standards across the lifespan, influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation. This course is the second in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Nutrition and Wellness
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

CHILD DEVELOPMENT *5362* (*CHLD DEV*)

Child Development is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post- secondary education in all career areas related to children, child development, and nurturing of children.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 credit per semester, 1 credit maximum
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. For more information, see 511 IAC 6-7.1-4(c)(6).
- Counts as a Directed Elective or Elective for all diplomas

CULINARY ARTS AND HOSPITALITY I *5440* (*CULART HOSP*)

Culinary Arts and Hospitality I prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or

Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; ; apply basic principles of sanitation and safety in order to maintain safe and healthy food service and hospitality environments; use and maintain related tools and equipment; and apply management principles in food service or hospitality operations. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students' laboratory experiences. Students are monitored in their laboratory experiences by the Culinary Arts and Hospitality teacher. Articulation with postsecondary programs is encouraged

- Recommended Grade Level: 11,12
- Recommended Prerequisites: Nutrition and Wellness, Introduction to Culinary Arts & Hospitality
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

CULINARY ARTS AND HOSPITALITY II: CULINARY ARTS *5346 (CUL HOSP II: CUL ARTS)*

Culinary Arts and Hospitality II: Culinary Arts prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and baking and pastry arts. Major topics for this advanced course include: basic baking theory and skills, introduction to breads, introduction to pastry arts, nutrition, nutrition accommodations and adaptations, cost control and purchasing, and current marketing and trends. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition, aesthetic, and sanitary selection; purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; baking and pastry arts skills; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; and related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on the job" or a combination of the two. Advanced Culinary Arts builds upon skills and techniques learned in Culinary Arts and Hospitality Management, which must be successfully completed before enrolling in this advanced course. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students' laboratory and work-based experiences. Students are monitored in these experiences by the Advanced Culinary Arts teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: 12
- Required Prerequisites: Culinary Arts and Hospitality I

- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- *Dual Credit available through Ivy Tech, Indianapolis Campus:*
    - *College Course Name: HOSP 102-Culinary Arts & Hospitality Management*
    - *College Credits: 2 semester course, 3 credits total*
    - *Requires a passing score on ACCUPLACER to qualify for dual credit*

EARLY CHILDHOOD EDUCATION I *5412* (*ECE I*)

Early Childhood Education prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula, and services available to young children. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education teacher. Student laboratory/field experiences may be either school-based or "on-the-job" in community-based early childhood education centers or in a combination of the two. Dual credit agreements with postsecondary programs are encouraged.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Nutrition and Wellness, Child Development, and Advanced Child Development
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

EARLY CHILDHOOD EDUCATION II *5406* (*ECE II*)

Early Childhood Education II prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. ECE II is a sequential course that builds on the foundational knowledge and skills of Early Childhood Education I, which is a required prerequisite. In ECE II students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of ECE II include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection; performance assessments by instructors, parents, and other professionals; comprehensive assessment of knowledge through a standardized exam; and other professional documentation. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or "on-the- job" in community-based early childhood education centers, or in a combination of the two. A standards-based plan for each student guides the early childhood education experiences. Students are monitored in these experiences by the Early Childhood Education II teacher. Dual credit agreements with postsecondary programs are encouraged.

- Recommended Grade Level: 12
- Required Prerequisites: Early Childhood Education I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

EDUCATION PROFESSIONS I *5408* (*ED PROF I*)

Education Professions I provides the foundation for employment in education and related careers and prepares students for study in higher education. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professionals I teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: 11,12
- Recommended Prerequisites: Nutrition and Wellness, Child Development, Advanced Child Development, and Interpersonal Relationships
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

- Counts as a Directed Elective or Elective for all diplomas

EDUCATION PROFESSIONS II *5404* (*ED PROF II*)
Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professions II teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: 12
- Required Prerequisites: Education Professions I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

INTERPERSONAL RELATIONSHIPS *5364* (*INTRP RLT*)
Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of interpersonal relationships. Direct, concrete language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas; local programs have the option of offering a second version of the course that is focused more on family relations. Such a course may be differentiated from the regular course offering by

using a subtitle in addition to Interpersonal Relationships. A student may earn credits for both versions of the course. No waiver is required in this instance.
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. For more information, see 511 IAC 6-7.1-4(c)(6).

APPLIED INTERPERSONAL RELATIONSHIPS *5364A (APP INTRP RLT)*
Applied Interpersonal Relationships is an introductory course that is relevant for students interested in careers that involve interacting with people and for everyday life relationships. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, self-determination, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project or community based approach is recommended in order to apply these topics of interpersonal relationships. This course provides a foundation for all careers and everyday life relationships that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, the general public, family and friends.
- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Employability

INTRODUCTION TO CULINARY ARTS AND HOSPITALITY *5438* (*INT CUL HOS*)
Introduction to Culinary Arts and Hospitality is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.
- Recommended Grade Level: 9, 10
- Recommended Prerequisites: Nutrition and Wellness, Advanced Nutrition and Wellness
- Credits: 1-2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

NUTRITION AND WELLNESS *5342* (*NTRN WLNS*)
Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in

careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to only the basics of food preparation so they can become self- sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied. This course is the first in a sequence of courses that provide a foundation for continuing and post- secondary education in all career areas related to nutrition, food, and wellness.

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: none
- Credits: 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. For more information, see 511 IAC 6-7.1-4(c)(6).
- Local programs have the option of offering a second version of the course that is focused more on the fitness aspects of wellness and nutrition. This version may be taught within the family and consumer sciences department or it may be interdisciplinary and team taught or co-taught with a teacher licensed in physical education. Such a course may be differentiated from the regular course offering by using a subtitle in addition to Nutrition and Wellness. A student may earn credits for multiple versions of the course. No waiver is required in this instance.
- Local programs may offer an additional version of this course for a specific student population, for instance, seniors who have never taken nutrition or foods courses. Such a course may be differentiated from the regular course offering by using a subtitle in addition to Nutrition and Wellness. A student may earn credits for multiple versions of the course. No waiver is required in this instance.

APPLIED NUTRITION AND WELLNESS *5342A (APP NTRN WLNS)*

Applied Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment. This is a nutrition class that introduces students to only the basics of food preparation so they can become self- sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, self-determination, and management processes, and fundamentals to college and career success is recommended in order to

integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Employability

FINE ARTS COURSES

In order to provide a quality education for every child in Indiana, it is important to provide for all aspects of human growth. The artistic, expressive, and cultural aspects of each child's intellectual, emotional, physical, and social development are vital components of this growth. Research involving the impact of arts education upon mental functions supports the convictions of many educators, parents, and business leaders that the fine arts are essential due to their ability to provide students with the means to think, feel, and understand the world around them in unique ways. Literacy in the arts strengthens a person's participation in society by enhancing problem solving and communication skills as well as fostering self-expression, aesthetic awareness, and multiple points of view. For these reasons, a curriculum in each of the fine arts should be available to all students so that they may become self-directed toward lifelong learning in the arts.

The purpose of each fine arts curriculum is to promote lifelong participation in the arts by developing skilled creators, performers, critics, listeners, and observers of the arts. Students can use the arts as a means of: (1) self- expression and communication, (2) development of critical thinking skills, (3) self-knowledge and understanding of the world around them, and, (4) increasing awareness of the artistic heritage of other cultures, as well as their own.

Students who are proficient in the fine arts grow in their ability to think and learn independently. Their view of the world expands as creative avenues to expression and understanding are developed. Ultimately, the entire community benefits through the creativity, vision, and empathy fostered in the fine arts.

In order for this to happen, students must be immersed in opportunities to learn about the arts, perform and create in one or more of the art forms, and learn to analyze and critique the arts. The goals for students in grades kindergarten through grade twelve (K-12) are to enable each student to do the following:

- Develop one's artistic skills;
- Become confident in one's abilities in the arts;
- Become a creative problem solver;
- Appreciate the value of the arts;
- Communicate through the arts;
- Communicate about the arts;
- Exhibit knowledge of the historical and cultural diversity of the arts;and

- Exhibit knowledge of criticism and aesthetics in the arts.

Music Course Titles

ADVANCED CHORUS (L) *4188 (ADV CHOR)*

Advanced Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Beginning and Intermediate Chorus
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

ADVANCED CONCERT BAND (L) *4170 (ADV BAND)*

Advanced Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Beginning and Intermediate Concert Band
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

APPLIED MUSIC (L) *4200 (APPL MUS)*

Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.

- Recommended Grade Level: 10, 11, 12
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

BEGINNING CHORUS (L) *4182 (BEG CHOR)*

Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

BEGINNING CONCERT BAND (L) *4160 (BEG BAND)*

Beginning Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to

develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows
- for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

INTERMEDIATE CHORUS (L) *4186 (INT CHOR)*

Intermediate Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Beginning Chorus
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

INTERMEDIATE CONCERT BAND (L) *4168 (INT BAND)*

Intermediate Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production,

technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Beginning Concert Band
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

JAZZ ENSEMBLE (L) *4164 (JAZZ ENS)*

Jazz Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills requirement for 1 of 2 Fine Arts credits for the Core 40 with Academic Honors diploma if students are enrolled in another band or orchestra course
- Laboratory Course

MUSIC THEORY AND COMPOSITION (L) *4208 (MUS THEORY)*

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and

theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester. The nature of this course allows for two successive semesters of instruction, provided that defined standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills requirement for 1 to 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Laboratory Course

Visual Arts Course Titles

ADVANCED ART HISTORY *4020 (ADV ART HST)*

Advanced Art History is a course based on the Indiana Academic Standards for Visual Art. Students in this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. They build on knowledge and skills developed in Art History. Students continue to study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 9, 10, 11, 12
- Prerequisite: Art History
- Credits: 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

ADVANCED TWO-DIMENSIONAL ART (L) *4004 (ADV 2D ART)*

Advanced Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills.

They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

ART HISTORY *4024 (ART HIST)*

Art History is a course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

CERAMICS (L) *4040 (CERAMICS)*

Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

DRAWING (L) *4060 (DRAWING)*

Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

INTRODUCTION TO TWO-DIMENSIONAL ART (L) *4000 (2D ART)*

Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

PAINTING (L) *4064 (PAINTING)*

Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

HEALTH AND WELLNESS COURSES

HEALTH & WELLNESS EDUCATION *3506 (HLTH&WELL)*

Health & Wellness, a course based on *Indiana's Academic Standards for Health & Wellness,* provides the foundational information needed to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; and develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with important core concepts of health and wellness and the knowledge and skills needed to successfully access valid health information, analyze the influence of others on their health behaviors, demonstrate the ability to communicate in a way to enhance and avoid or reduce health risks, demonstrate the ability to use decision-making skills to enhance health,

demonstrate the ability to practice health-enhancing behaviors, and demonstrate the ability to advocate for personal, family and community health.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: 8th grade health education
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills the Health & Wellness requirement for all diploma types

APPLIED HEALTH & WELLNESS *3506A (APP HLTH&WELL)*

Applied Health & Wellness, a course based on Indiana's Academic Standards for Health & Wellness and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health- enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Elective or Health & Wellness requirement for the Certificate of Completion

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CTE: HEALTH SCIENCE COURSES

The Health Science Career Cluster is a rich content area that prepares students for employment and/or continuing education opportunities in the field of healthcare through technical instruction in the classroom, experiential education in the laboratory setting, and work-based learning opportunities in a variety of clinical settings. That preparation is accomplished through the integration of academics, specific health science technology courses, and a variety of problem-based and work-based learning opportunities. Work-based learning may include job shadowing, internships, and other clinical experiences that allow students the opportunities to observe and learn from a variety of healthcare professionals.

The Health Science Career Cluster is organized into a variety of semester-long and year-long state-approved courses which lead to content driven Pathways of study. Every Health

Science course and Pathway of study provides students with opportunities to explore a variety of health careers, and assists them towards the goal of making realistic and satisfying career choices in the healthcare industry following graduation from high school.

ANATOMY AND PHYSIOLOGY *5276* (*A & P*)
Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integumentary, skeletal, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

- Recommended Grade Level: 11,12
- Recommended Prerequisites: Biology
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Core 40 Science course requirement for all diplomas

HEALTH SCIENCE EDUCATION I *5282* (*HLTH ED I)*
Health Science Education I is a course designed to provide a foundation of skills development to specific health careers including; patient care, nursing care, dental care, animal care, medical laboratory, and public health. Students will also receive an introduction to healthcare systems, anatomy, physiology, and medical terminology. Laboratory experiences with industry applications are organized and planned around the activities associated with the student's career objectives. Job seeking and job maintenance skills, personal management skills, self-analysis to aid in career selection and completion of the application process for admission into a postsecondary program of their choice are also included in this course. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

- Recommended Grade Level: 11
- Recommended Prerequisites: Introduction to Health Science Careers
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for all diplomas
- *Dual Credit available through Ivy Tech, Lafayette Campus:*
    - *College Course Name: HLHS 100-Intro to Health Careers*
    - *College Credits: 2 semester course, 3 credits total*
    - *Requires a passing score on ACCUPLACER to qualify for dual credit*

HEALTH SCIENCE EDUCATION II: PHARMACY *5214* (*HSE II PHARM*)

Health Science Education II: Pharmacy is an extended laboratory experience designed to provide students with the opportunity to assume the role of pharmacy technician and practice technical skills previously learned in the classroom; all while working at the student's choice of clinical site and under the direction of licensed pharmacists. These sites may include pharmacies found in grocery and drug stores, or in long term facilities. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams, and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills to; record patient information, count tablets and measure medications, mix medications or ointments, package and label prescriptions, accept payment and process insurance claims, and do routine pharmacy tasks such as organizing medications, inventory, taking phone calls, cleaning, and customer service. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

- Recommended Grade Level: 12
- Required Prerequisites: Health Science Education I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits.
- Counts as a Directed Elective or Elective for all diplomas

Intro Health Science Careers 5272

MEDICAL TERMINOLOGY *5274* (*MED TERMS*)

Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation of a medical vocabulary including; appropriate and accurate meaning, spelling, and pronunciation of medical terms, and abbreviations, signs, and symbols.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for all diplomas
- *Dual Credit available through Ivy Tech, Lafayette Campus:*

- *College Course Name: HLHS 101-Medical Terminology*
- *College Credits: 2 semester course, 3 credits total*
- *Requires a passing score on ACCUPLACER to qualify for dual credit*

MATHEMATIC COURSES

ALGEBRA I *2520 (ALG I)*

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas
- Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

APPLIED ALGEBRA I *2520A (APP ALG I)*

Applied Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 4 strands: Numbers Sense, Expressions and Computation; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; and Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts as a Math Requirement for the Certificate of Completion ALGEBRA I LAB *(formerly Algebra Enrichment)*

ALGEBRA I LAB *2516 (ALG I LAB)*

Algebra I Lab is a mathematics support course for *Algebra I*. *Algebra I Lab* is taken while students are concurrently enrolled in Algebra 1. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical

areas of *Algebra I Lab* align with the critical areas of *Algebra I*: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas *Algebra I* contains exclusively grade-level content, *Algebra I Lab* combines standards from high school courses with foundational standards from the middle grades.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Algebra I Lab is designed as a support course for Algebra I. As such, a student taking Algebra I Lab must also be enrolled in Algebra I during the same academic year.

APPLIED ALGEBRA I LAB *2516A (APP ALG I LAB)*

Applied Algebra I Lab is a mathematics support course. Algebra I Lab should be taken while students are concurrently enrolled in a math course or have met the math requirements for the certificate of completion. This course provides students with additional time to build the foundations necessary for high school math courses and work on specific, individualized math skills, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas align with the critical areas of Math: Number Sense, Computation, Data Analysis, Geometry, Measurement and Algebraic Thinking. Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts as an Elective for the Certificate of Completion

ALGEBRA II *2522 (ALG II)*

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability.The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisite: Algebra I

- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas

CALCULUS *2527 (CALC)*

Calculus expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals. Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: Precalculus and Trigonometry
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas

***Dual credit/ap infor

GEOMETRY *2532 (GEOM)*

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Geometry is made up of seven strands: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Algebra I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

APPLIED GEOMETRY *2532A (APP GEOM)*

Applied Geometry formalizes and extends students' geometric experiences from the middle grades. These critical areas comprise the Geometry course: Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students

experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts as a Math Requirement for the Certificate of Completion

MATH 10 *2531 (MTH10)*

Math 10 is a new two-semester course designed to reinforce and elevate the Algebra 1 and 8th grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra 1 and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I or Integrated Math I teacher based on diagnostic results of performance in Algebra I and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state's graduation qualifying exam in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student's needs and delivered through competency-based units with frequent pre and post assessment data analyzed to drive instructional design and delivery.

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: Students who have attempted a complete year of Algebra 1
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MATHEMATICS LAB *2560 (MATH LAB)*

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with *Indiana's Academic Standards for Mathematics*. *Mathematics Lab* is to be taken in conjunction with a Core 40 mathematics course, and the content of *Mathematics Lab* should be tightly aligned to the content of its corresponding course. *Mathematics Lab* should not be offered in conjunction with *Algebra I* or *Integrated Mathematics I*; instead, schools should offer *Algebra I Lab* or *Integrated Mathematics I Lab* to provide students with rigorous support for these courses.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum
- Counts as an Elective for all diplomas
- Clarifying information can be appended to the end of the course title to denote the content covered in each course. *Example*: *Mathematics Lab* used to support students in *Algebra II* can be recorded on the transcript as *Mathematics Lab – Algebra II.*

APPLIED MATHEMATICS LAB *2560A (APP MATH LAB)*

Applied Mathematics Lab provides students with individualized instruction designed to increase math related competencies and/or mathematics coursework aligned with Indiana's Academic Standards or Content Connectors for Mathematics.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts as an Elective for the Certificate of Completion

PRE-CALCULUS *2564 (PRECAL)*

Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Recommended Prerequisite: Algebra II and Geometry or Integrated Mathematics III
- Credits: 1 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas

PHYSICAL EDUCATION COURSES

Physical Education I and II, and *Elective Physical Education* are based on *Indiana's Academic Standards for Physical Education.* These courses identify what a physically literate student should know and be able to do as a result of a quality physical education program. Physical literacy is defined by SHAPE America as "the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person". The goal of a physically educated and physically literate student is to maintain appropriate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition, knowledge skills and confidence necessary for a lifetime of healthful physical activity. Through a variety of instructional strategies, students practice skills that demonstrates that the physically literate individual: demonstrates competency in a variety of motor skills and movement patterns; applies knowledge of concepts, principles, strategies and tactics related to movement and

performance; demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; exhibits responsible personal and social behavior that respects self and others; and recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. Physical Education courses are designated as laboratory course and, as such, 25% of course time must be spent in activity.

Adapted physical education must be offered, as needed, in the least restrictive environment and must be based upon an individual assessment.

ELECTIVE PHYSICAL EDUCATION (L) *3560 (ELECT PE)*

Elective Physical Education, a course based on selected standards from *Indiana's Academic Standards for Physical Education,* identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A **minimum of two** of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance- based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, maximum of 8 credits
- Counts as an Elective requirement for all diplomas
- The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender

APPLIED ELECTIVE PHYSICAL EDUCATION *3560A (APP ELECT PE)*

Applied Elective Physical Education, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardiorespiratory endurance,

muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. With staff support, students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness and includes self- monitoring. Ongoing assessment may include individual progress and/or performance-based skill evaluation.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 8 units maximum
- Counts as the Health & Wellness Requirement for the Certificate of Completion

PHYSICAL EDUCATION I (L) *3542 (PHYS ED)*

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at **least four** of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Grade 8 Physical Education
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills part of the Physical Education requirement for all diplomas
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restrictive environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity

APPLIED PHYSICAL EDUCATION I *3542A (APP PHYS ED)*

Applied Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

- Recommended Grade Level; 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as the Health & Wellness requirement for the Certificate of Completion

PHYSICAL EDUCATION II (L) *3544 (PHYS ED II)*

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate **in four of the following areas that were not covered in Physical Education I**: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Physical Education I
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills part of the Physical Education requirement for all diplomas
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restrictive environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent inactivity.

APPLIED PHYSICAL EDUCATION II *3544A (APP PHYS ED II)*

Applied Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not covered in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

- Recommended Grade Level; 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as the Health & Wellness requirement for the Certificate of Completion

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SCIENCE COURSES

Indiana's Academic Standards for Science--2010 were adopted by the State Board of Education in April, 2010. They are organized by grade level from kindergarten through Grade 8 and by individual courses for high school. The standards contain both content and

process standards. In grades K-8 the Process Standards precede the Content Standards and are organized as the Nature of Science and the Design Process. In grades 9-12 the Process Standards precede the Content Standards for each course offering. Through Grade 8, the standards are organized in four content strands: (1) Physical Science; (2) Earth Science; (3) Life Science; (4) Science, Technology, and Engineering; high school courses each have a differing number of standards and each address a core concept in the given content area.

Rules of the State Board of Education for each diploma are as follows:

General	Core 40	Academic Honors	Technical Honors
Four credits in science: • Two credits in Biology I • Two additional credits The four credits from more than one of the three major categories in Life Science, Physical Science, and Earth and Space Science.	Six credits in science: • Two credits in Biology I • Two credits in Chemistry I, **or** Physics I, **or** Integrated Chemistry-Physics • Two additional credits in a Core 40 Science.	The same course requirements as the Core 40 diploma, but students must earn a grade of "C" in order for a course to count towards this diploma. In addition, students must have a grade point average of "B" or above.	The same course requirements as the Core 40 diploma, but students must earn a grade of "C" in order for a course to count towards this diploma. In addition, students must have a grade point average of "B" or above.

ANATOMY AND PHYSIOLOGY *5276 (A & P)*

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integumentary, skeletal, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Biology
- Credits: 1 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a science course requirement for all diplomas

BIOLOGY I (L) *3024 (BIO I)*

Biology I is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by

designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 10
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the Biology requirement for all diplomas

APPLIED BIOLOGY I *3024A (APP BIO I)*

Applied Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts as a Science Requirement for the Certificate of Completion

CHEMISTRY I (L) *3064 (CHEM I)*

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisite: Algebra II (can be taken concurrently)
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a quantitative reasoning course

EARTH AND SPACE SCIENCE I (L) *3044 (EAS SCI I)*

Earth and Space Science I is a course focused on the following core topics: universe; solar system; Earth cycles and systems; atmosphere and hydrosphere; solid Earth; Earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting

investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 9, 10, 11, 12
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a science course requirement for all diplomas

APPLIED EARTH SPACE SCIENCE I *3044A (APP EAS CSI I)*

Applied Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation and experimentation by conducting investigations and evaluating and communicating the results of those investigations. Course may include a variety of learning experiences and tools support the process of investigation, data collection and analysis.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts as an Elective or Science Requirement for the Certificate of Completion

EARTH AND SPACE SCIENCE II (L) *3046 (EAS SCI II)*

Earth and Space Science II is an extended laboratory, field, and literature investigations-based course whereby students apply concepts from other scientific disciplines in synthesizing theoretical models of earth and its interactions with the macrocosm. Students enrolled in this course examine various earth and space science phenomena, such as the structure, composition, and interconnected systems of earth and the various processes that shape it, as well as earth's lithosphere, atmosphere, hydrosphere, and celestial environment. Students analyze and apply the unifying themes of earth and space science as part of scientific inquiry aimed at investigating earth and space science problems related to personal needs and community issues.

- Recommended Grade Level: 10
- Recommended Prerequisites: Earth and Space Science I
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a science course requirement for all diplomas

ENVIRONMENTAL SCIENCE (L) *3010 (ENVSCI)*

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field

investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Two credits science coursework
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a science (life) course requirement for all diplomas

INTEGRATED CHEMISTRY-PHYSICS (L) *3108 (ICP)*

Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration, Newton's Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures

- Recommended Grade Level: 9
- Recommended Prerequisite: Algebra I (may be taken concurrently with this course)
- Credits: A two credit course
- Counts as an Elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas

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SOCIAL STUDIES COURSES

ECONOMICS *1514 (ECON)*

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Fulfills the Economics requirement for all diplomas
- Qualifies as a quantitative reasoning course

APPLIED ECONOMICS *1514A (APP ECON)*

Applied Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course identifies economic behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade. Students may be offered opportunities to better understand and apply course content through a variety of instructional strategies including project- and community-based instruction and real world experiences.

- Recommended Grade Level: none
- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

ETHNIC STUDIES *1516 (ETH STUDIES)*

Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit
- Counts as an Elective for all diplomas

INDIANA STUDIES *1518 (IN STUDIES)*

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

APPLIED INDIANA STUDIES *1518A (APP IN STUDIES)*

Applied Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. Examination of individual leaders (state or local) and their roles in a democratic society will be included. Student will examine the participation of citizens in the political process to understand their role. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

- Recommended Grade Level: none
- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

PSYCHOLOGY *1532 (PSYCH)*

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development looks at all the changes through one's life; physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

SOCIOLOGY *1534 (SOCIOLOGY)*

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

UNITED STATES GOVERNMENT *1540 (US GOVT)*

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Fulfills the Government requirement for all diplomas

APPLIED UNITED STATES GOVERNMENT *1540A (APP US GOVT)*

Applied United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments; the rights and responsibilities of citizens; and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will recognize their own impact, the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

- Recommended Grade Level: 11, 12
- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

UNITED STATES HISTORY *1542 (US HIST)*

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late

nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the US History requirement for all diplomas

APPLIED UNITED STATES HISTORY *1542A (APP US HIST)*

Applied United States History is a course that builds upon concepts of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand specific topics or the cause for changes in the nation over time.

- Recommended Grade Level: none
- Applied Units: 4 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

AP USH?/DC

WORLD HISTORY AND CIVILIZATION *1548 (WLD HST/CVL)*

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive

interactions of processes and content, skills and substance, in the teaching and learning of history.

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas

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CTE: TRADE AND INDUSTRY COURSES

AUTOMOTIVE SERVICES TECHNOLOGY I *5510* (*AUTO TECH I*)

Class taken at Rensselaer High School

Automotive Services Technology I is a one year course that encompasses the sub topics of the NATEF/ ASE identified areas of Steering & Suspension and Braking Systems. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one year offering must meet the NATEF program certifications for the two primary areas offered in this course. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. Mathematical skills will be reinforced through precision measuring activities as well as cost estimation and calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Transportation
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- **Class taken at Rensselaer High School**

AUTO TECH II

CONSTRUCTION TRADES I *5580* (*CONST TECH I*)

Class taken at Rensselaer High School

Construction Trades I classroom and laboratory experiences involve the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of construction, future trends and career options, reading technical drawings and transforming those drawings into physical structures are covered. The relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections,

materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop layout and floor construction skills. Blueprints and other professional planning documents will also be covered. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration's Safety & Health Standards for the construction industry.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Construction
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- **Class taken at Rensselaer High School**

Const Trades II

CRIMINAL JUSTICE I *5822* (*CRIME I*)

Class taken at Kankakee Valley High School

Criminal Justice I Introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Interpersonal Relationships
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- **Class taken at Kankakee Valley High School

CRIMINAL JUSTICE II *5824* (*CRIME II*)

Class taken at Kankakee Valley High School

Criminal Justice II introduces students to concepts and practices in traffic control as well as forensic investigation at crime scenes. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. Additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry as well as collection of evidence, developing and questioning suspects, and

protecting the integrity of physical evidence found at the scene and while in transit to a forensic science laboratory. Procedures for the use and control of informants, inquiries keyed to basic leads, and other information-gathering activities and chain of custody procedures will also be reviewed. Current trends in criminal justice and law enforcement will also be covered.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Criminal Justice I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- **Class taken at Kankakee Valley High School

WELDING TECHNOLOGY I *5776* (*WELD TECH I*)

Class taken at Rensselaer High School

Welding Technology I includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Sales, Designer, Researcher or Engineer. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- **Class taken at Rensselaer High School**

WELDING TECHNOLOGY II *5778* (*WELD TECH II*)

Class taken at Rensselaer High School

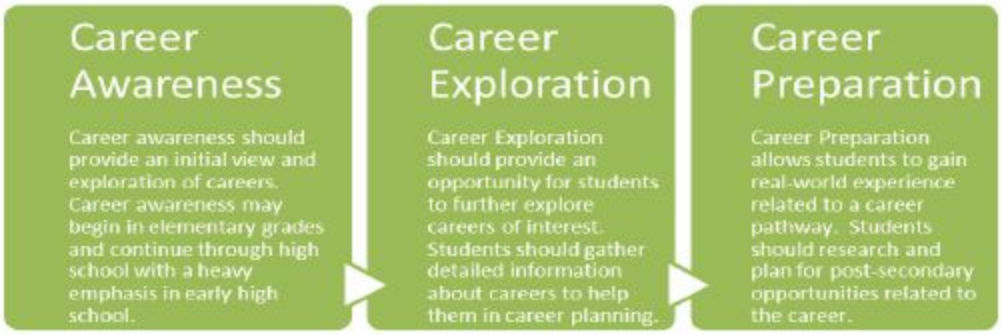
Welding Technology II builds on the skills covered in Welding Technology I. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

- Recommended Grade Level: 12
- Required Prerequisites: Welding Technology I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- **Class taken at Rensselaer High School**

CTE: WORK BASED LEARNING COURSES

Work Based Learning (WBL) is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path or furthers their study within their area of interest. A Standards Based Training Plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating achievement and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

Progressions of Work Based Learning: Students should progress through these stages of the career education continuum on their path to career readiness.



Work Based Learning programs must meet the following requirements:

- Students shall demonstrate proficiency of the academic standards taught in the related instruction portion of the class. The school shall offer the related instruction class concurrently with the student's work-based learning experience. Hour requirements vary depending on the type of work based program a school chooses to use, please see the Work Based Learning course framework and manual for more information.
- Safety is an integral part of the instructional program, both in the related instruction and at the training site.
- Students may be allowed time from the daily school schedule to work at the participating employers' places of business.
- Work Based Learning courses (except for ICE) must be taught by a licensed Career and Technical Education teacher.
- ICE courses are encouraged to utilize a licensed Career and Technical Education teacher but are required to at least have a teacher who has been certified as an ICE trainer.
- The Work Based Education teacher shall perform frequent site visits to student placements to supervise students and coordinate with personnel at the placement. These site visits should be done during the same time the student is at the placement. Site visits must be documented and records of these site visits must be kept for a period of five (5) years.

- Properly planned and organized student activities, coordinated with work-based learning experiences, supplement and enhance the cooperative education program. Therefore, participation in career and technical student organizations (CTSO) is an integral part of these programs. Leadership and career oriented activities of student organizations enhance students' occupational information and technical knowledge, build self-esteem, and provide students with solid job-seeking strategies and job success skills.

Work Based Learning Capstone can follow two types of programming:

- *Work Based Learning Capstone* - a general course that can be applied through one of five models, for various CTE areas, and at varying levels of application.
- I*nterdisciplinary Cooperative Education (ICE)*- A CTE education program that utilizes an interdisciplinary approach to training for employment. ICE programs must follow all federal and state laws related to student employment and cooperative education.

WORK BASED LEARNING CAPSTONE

5974 Work Based Learning Capstone, Multiple Pathways
5975 Work Based Learning Capstone, Advanced Manufacturing and Engineering
5260 Work Based Learning Capstone, Business and Marketing
5480 Work Based Learning Capstone, Family and Consumer Sciences
5207 Work Based Learning capstone, Health Sciences
5892 Work Based Learning Capstone, Trade and Industry

Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating achievement and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

In the stand-alone WBL Capstone courses, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Therefore, at least two courses in a student's pathway would be prerequisite to the student enrolling in the standalone WBL courses. Intensive applications are a required component of this course and may be either school based or work based or a combination of the two. Work Based Learning experiences need to be in a closely related industry setting. Instructors must have a standards-based training plan for each student participating in Work Based Learning experiences. When a course is offered for multiple hours per semester, the amount of project based application or Work Based Learning needs to be increased proportionally.

Students are monitored in their experiences by the content-related CTE teacher or a CTE teacher needs to be the teacher for the comprehensive course.

Application of Content and Multiple Hour Offerings
Intensive applications are a required component of this course. Work Based Learning experiences need to be in a closely related industry setting. Instructors must have a standards-based training plan for each student
participating in Work Based Learning experiences. When a course is offered for multiple hours per semester, the amount of project-based application or Work Based Learning needs to be increased proportionally.

Students are monitored in their experiences by the content related CTE teacher. For the Multiple Pathways option, any teacher with a standard CTE license may teach the course.

- Grade Level: 12
- Required Prerequisites: Preparing for College and Careers; a minimum of 4 credits of introductory and advanced courses related to a student's pathway and to the work site placement
- Credits: 2 semester course, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

5974A Work Based Learning Capstone, Multiple Pathways
5975A Work Based Learning Capstone, Advanced Manufacturing and Engineering
5260A Work Based Learning Capstone, Business and Marketing
5480A Work Based Learning Capstone, Family and Consumer Sciences
5207A Work Based Learning capstone, Health Sciences
5892A Work Based Learning Capstone, Trade and Industry

Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students' skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist
in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline specific CTE course.

- Grade Level : 11, 12
- Applied Units: 6 units maximum
- Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion

INTERDISCIPLINARY COOPERATIVE EDUCATION *5902 (ICE)*
Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations

are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. The following two components must be included as part of the Interdisciplinary Cooperative Education course Related Instruction, that is classroom based, shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster area/pathway; and shall be taught during the same semesters as the student is receiving on-the-job training. For a student to become occupationally competent and therefore employable, the related instruction should cover in varying proportions: (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.

On-the-Job Training is the actual work experience in an occupation in any one of the Indiana College and Career Pathways that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with predetermined training plans and agreements and who assist in evaluating the student's job performance. Students in an ICE placement must be paid in accordance with federal and state student employment and cooperative education laws.

- Recommended Grade Level: 12
- Required Prerequisite: Preparing for College and Careers and a minimum of 4 credits in a logical sequence of courses related to the student's pathway and the work site placement
- Credits: 2 semester course, 2 semesters required, 3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

APPLIED INTERDISCIPLINARY COOPERATIVE EDUCATION *5902A (APP ICE)*

Applied Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations vary by student needs, interests and goals. but include a combination of work-based learning and school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. The following two components must be included as part of the Interdisciplinary Cooperative Education course.

Related Instruction, that is classroom- or site- based, shall be organized and planned around the activities associated with the student's individual job and career objectives; and shall be taught during the same semesters as the student is receiving on-the-job training. Student performance should be monitored to determine progress in

(a) general occupational competencies

(b) specific occupational competencies
(c) specific job competencies.

On-the-Job Training is the actual work experience in an occupation in any one of the Indiana College and Career Pathways that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with predetermined training plans and agreements and who assist in evaluating the student's job performance. Students in a ICE placement must be paid in accordance with federal and state student employment and cooperative education laws.

- Recommended Grade Level: 11, 12
- Applied Units: 6 units maximum
- Counts as an Employability Requirement or Elective for the Certificate of Completion

W ORLD LANGUAGES COURSES

SPANISH I *2120 (SPAN I)*
Spanish I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

SPANISH II *2122 (SPAN II)*
Spanish II, a course based on *Indiana's Academic Standards for World Languages*, builds

upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Spanish I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

SPANISH III *2124 (SPAN III)*

Spanish III, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Spanish I and II
- Credits: 2 semester course, 1 credit per semester

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

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SPANISH IV *2126 (SPAN IV)*

Spanish IV, a course based on *Indiana's Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Spanish I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma