

ART COURSES:

4002 INTRODUCTION TO THREE-DIMENSIONAL ART 1 semester/1 credit
(Emphasis on Ceramics)

Students engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production, which leads to the creation of portfolio quality works in the area of art history, art criticism, aesthetics and production. Students create works of art, reflect on the outcome of those experiences, explore historical connections, write about the process, make presentations about their progress at regular intervals, work individually and in groups, and explore career options in visual art.

Prerequisite: None

Grades: 9-12

4006 ADVANCED THREE-DIMENSIONAL ART 1 semester/1 credit
(Emphasis on Ceramics)

Students build on sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production, which leads to the creation of portfolio quality works of art history, art criticism, aesthetics, and production. Students create works of art, reflect upon the outcomes of those experiences, explore historical connections, write about the process, make presentations about their progress at regular intervals, work individually and in groups and explore career options in visual art.

Prerequisite: Intro. to 3-D Art, minimum grade of "C" in previous art course.

Grades: 9-12

40401 CERAMICS I 1 semester/1 credit

Students engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production, which leads 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. Within this context, students create works of art, reflect upon the outcomes of those experiences, explore historical connections, write about the process, make presentations about their progress at regular intervals, work individually and in groups, and explore career options in visual art.

This course is designed to meet the needs of students who intend on pursuing careers in the field of art. Coursework is designed individually around student's future goals. Students must meet with teacher for enrollment approval.

Prerequisite: Adv. 3-D Art, minimum grade of "C" in previous art course.

Grades: 10-12

40402 CERAMICS II 1 semester/1 credit

Students build on the sequential learning experiences that encompass art history, art criticism, aesthetics, and production, which leads 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. Students create works of art, reflect upon the outcomes of those experiences, explore historical connections, write about the process, made presentations about their progress at regular intervals, work individually and in groups, and explore career options in visual art.

This course is designed to meet the needs of students who intend on pursuing careers in the field of art. Coursework is designed individually as an independent study. Students must meet with teacher for enrollment approval.

Prerequisite: Ceramics, minimum grade of "C" in previous art course.

Grades: 10-12

40421 JEWELRY I 1 semester/1 credit

Students engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production, which leads to the creation of portfolio quality works. Student creates works of jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. Students additionally: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to jewelry design.

Prerequisites: Intro to 3-D Art, minimum grade of "B" in previous art course.

Grades: 10-12

40422 JEWELRY II

1 semester/1 credit

Students build on sequential learning experiences of Introduction to 3-D Art and Jewelry I. Students engage in experiences that encompass art history, art criticism, aesthetics, and production, which leads to the creation of portfolio quality works. Student creates works of jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. Students additionally: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to jewelry design.

Prerequisites: Jewelry I, minimum grade of "B" in previous art course.

Grades: 10-12

4000 INTRODUCTION TO TWO-DIMENSIONAL ART

1 semester/1 credit

(First Year Drawing Course with an emphasis in Black and White)

Students engage in the sequential learning experiences that encompass art history, art criticism, aesthetics, and production, which leads to the creation of portfolio quality works. Additionally, students create works of art, reflect upon the outcomes of those experiences, explore historical connections, write about the process, make presentations about their progress at regular intervals, work individually and in groups, and explore career options in visual art. Projects include scratchboard and graphite images.

Prerequisite: None

Grades: 9-12

4004 ADVANCED TWO-DIMENSIONAL ART

1 semester/1 credit

(This is the Second Drawing Course.)

Students build on the sequential learning experiences that encompass art history, art criticism, aesthetics, and production, which leads to the creation of portfolio quality works. Students create works of art, reflect upon the outcomes of those experiences, explore historical connections, write about the process, make presentations about their progress at regular intervals, work individually and in groups, and explore career options in visual art. Projects include a charcoal portrait and colored pencil still life.

Prerequisite: Intro to 2-D Art, minimum grade of "C" in previous art course.

Grades: 9-12

40641 PAINTING I

1 semester/1 credit

(This is the third drawing and painting class.)

Students build on the sequential learning experiences that encompass art history, art criticism, aesthetics, and production, which leads to the creation of portfolio quality works. Within this context, students: (1) create abstract and realistic paintings, (2) reflect upon the outcome of these experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, and (7) explore career options related to painting. Art museums, galleries, studios and/or community resources are utilized.

Prerequisite: Adv. 2-D Art, minimum grade of "B" in previous art course.

Grades: 10-12

40601 DRAWING I

1 semester/1 credit

(This is the fourth drawing and painting class.)

Students engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production, which leads to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to drawing. Art museums, galleries, studios and community resources are utilized. Projects include full figure studios and a pen and ink image.

Prerequisite: Adv. 2-D Art, minimum grade of "B" in previous art course.

Grades: 10-12

40642 PAINTING II

1 semester/1 credit

(This is the fifth drawing and painting class.)

Students build on the sequential learning experiences of painting that encompass art history, art criticism, aesthetics, and production, which leads to the creation of portfolio quality works. Experimentation in the mixing of media is encouraged and exploration of more expressive use of the art elements and principles are encouraged. Within this context, students: (1) create abstract and realistic paintings, (2) reflect upon the outcome of these experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options related to painting. Art museums, galleries, studios and/or community resources are utilized. Projects include experimental mixing of media.

Prerequisite: Drawing I, minimum grade of "B" in previous art course.

Grades: 10-12

40602 DRAWING II

1 semester/1 credit

(This is the sixth drawing and painting class.)

Students build on the sequential learning experiences of drawing that encompass art history, art criticism, aesthetics, and production, which leads to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing. Experimentation in the mixing of media is encouraged and exploration of more expressive use of the art elements and principles are encouraged. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to drawing. Art museums, galleries, studios and community resources are utilized. Projects include Surrealistic subject matter.

Prerequisite: Drawing I, minimum grade of "B" in previous art course.

Grades: 11-12

40643 PAINTING III (H) Honors

1 semester/1 credit

(Weighted Grade) (This is the seventh drawing and painting class.)

Students will further increase their perceptive and expressive skills through the use of a variety of drawing and painting and through the application of advanced techniques. Students are expected to develop work, which is conceptual in subject matter. Students build on the sequential learning experiences of Painting II that encompasses art history, art criticism, aesthetics, and production and lead to the creation of a portfolio. Within this context, students: (1) create abstract and realistic paintings, (2) reflect upon the outcome of these experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options related to painting. Art museums, galleries, studios and/or community resources are utilized.

Prerequisite: Painting II, minimum grade of "B" in previous art course.

Grade: 11-12

40603 DRAWING III (H) Honors

1 semester/1 credit

(Weighted Grade) (This is the eighth drawing and painting class.)

Students build on the sequential learning experiences of Drawing II and Painting III that encompass art history, art criticism, aesthetics, and production, which leads to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing. Experimentation in the mixing of media is encouraged and exploration of more expressive use of the art elements and principles are encouraged. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to drawing. Art museums, galleries, studios and community resources are utilized.

This course is designed to be an independent study course, which completes the preparation of portfolios it, includes academic research and assignments as well as studio work. Participation in competitions is expected. This course is designed to meet the needs of students who intend on pursuing careers in the field of art.

Prerequisites: Most 2-D art courses, minimum grade of "B", or principal approval.

Grades: 11-12

40604 DRAWING IV (H) Honors 1 semester/1 credit
(Weighted Grade)

Independent study with instructor's approval.

Prerequisites: Drawing III, minimum grade of "B". Grade: 11-12

4086 VISUAL COMMUNICATIONS 1 semester/1 credit

Students engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production, which leads to the creation of portfolio quality works. Students create advertising designs and utilize graphic design, typography, illustration, and computer technologies. Additionally, students reflect upon the outcome of these experiences, explore historical connections, write about the process, make presentations about their progress at regular intervals, work individually and in groups, find correlations to other disciplines, and explore career options related to visual communication. Emphasis is on the software: Adobe Illustrator and Power Point.

Prerequisite: None Grades: 9-12

40821 DIGITAL DESIGN I/DIGITAL MEDIA 1 semester/1 credit

Students engage in sequential learning experiences that encompass criticism, aesthetics, and production. Students create computer graphic products incorporating digital imagery, photography, and multimedia/web design. Using: Adobe Illustrator and Adobe Photoshop.

Prerequisite: None Grades: 9-12

40822 DIGITAL DESIGN II/GRAPHIC DESIGN (H) 1 semester/1 credit
(Weighted Grade)

Students engage in sequential learning experiences that encompass design principles, criticism, aesthetics, and production, which leads to the creation of portfolio quality work. Students work in groups, creating print-based computer graphic design, desktop publishing, digital imagery, and photography. Emphasis is on the software: Adobe Illustrator, Adobe Photoshop and Adobe Dreamweaver. *OPTIONAL DUAL CREDIT WITH IVY TECH (VISC 115 –INTRO COMPUTER GRAPHICS)* This class will be weighted if dual credit is achieved.

Prerequisites: Digital Media I, minimum grade of "B", or principal approval. Grades: 10-12

40823 DIGITAL DESIGN III/NEW MEDIA/VIDEO 1 semester/1 credit

Students work together in teams, documenting the school community through multimedia projects. Products are presented regularly through the class website and promoted through digital social media. Students engage each other in the planning, storyboarding, and scripting process, reflect upon their experiences, and find direct correlation to other disciplines and activities through school-wide projects. Emphasis is on the software: Adobe Premier and Adobe After Effects.

Prerequisites: Digital Media I, minimum grade of "B", or principal approval. Grades: 9-12

40824 DIGITAL DESIGN IV 1 semester/1 credit
(Audio/Video and Design)

Students work individually and in teams, engaging in independent design and media projects to meet school and community needs. Emphasis is on design applications as well as the software: Adobe Premiere, After Effects, Adobe Illustrator, and Adobe Photoshop.

Prerequisites: Teacher Approval, Digital Media I, minimum grade of "B", or principal approval. Grades: 10-12

4048 AP STUDIO ART: DRAWING (H) Honors
ADVANCED PLACEMENT
(Weighted Grade)

2 semesters/2 credits

AP Studio Art Drawing is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: Two- Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3- D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

Prerequisites: Advanced laboratory visual arts courses.

Grades: 11-12

4050 AP STUDIO ART: 2-D DESIGN (H) Honors
ADVANCED PLACEMENT
(Weighted Grade)

2 semesters/2 credits

AP Studio Art 2D Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: Two- Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3- D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

Prerequisites: Advanced laboratory 2-D visual arts courses

Grades: 11-12

4052 AP STUDIO ART: 3-D DESIGN (H) Honors
ADVANCED PLACEMENT
(Weighted Grade)

2 semesters/2 credits

AP Studio Art 3D Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: Two- Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3- D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

Prerequisites: Advanced laboratory 3-D visual arts courses

Grades: 11-12

BUSINESS COURSES:

5424 INTRO TO ACCOUNTING

1 semesters/1 credit

Accounting prepares students for entry-level jobs or for further studies in accounting. Accounting acquaints the students with terms, techniques, and overall know-how to maintain a set of books for a small business. Students get actual experience from handling documents and records of a simulated business.

Prerequisite: None

Grades: 9-12

4546 ADVANCED BUSINESS

1 semester/1 credit

This course introduces the student to the process of decision-making and applies the process to choices that the student will face in today's complex economy. Subjects included are: basic economics, fraud, being a smart consumer, credit, buying a car, auto insurance, renting an apartment, buying a house, exploring careers, health and life insurance.

Prerequisite: None

Grades: 11-12

4560 BUSINESS LAW AND ETHICS

2 semesters/2 credits

This course is designed to give the student a better understanding of how law helps, protects, and controls not only an individual, but also society as a whole. Discussions center on case problems, which help the student, recognize their legal rights and obligations and their attitudes and respect for the law and authority. The course concentrates mainly on contract law and the legal aspects of business. Students will be expected to do some outside reading and have an open mind.

Prerequisite: None

Grades: 11-12

4512 BUSINESS MATH

2 semesters/2 credits

Business Math is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics, and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

Counts as an elective or directed elective for all diplomas

Fulfills a mathematics requirement for the General Diploma or Certificate of Completion only

Qualifies as a quantitative reasoning course

Prerequisite: Algebra I

Grades: 10-11

4516 COMPUTER ILLUSTRATION AND GRAPHICS

2 semesters/2 credits

Computer Illustration and Graphics is a business course designed to allow students to develop proficiency in using desktop publishing software to create a variety of printed publications. Students will incorporate journalistic principles in design and layout in print and Web publications including integration of text and graphics and use of sophisticated hardware and software to develop and create quality materials for business-related tasks. Students will analyze the information and the audience and combine appropriate text, graphics, and design to communicate the desired message effectively. Planning and design principles are used to analyze and organize information, set up a design structure, and select or create appropriate visuals. Instructional strategies may include computer/technology applications, teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem-solving and critical thinking activities, simulations and project-based learning activities.

Prerequisite: Digital Applications and Responsibility

Grades: 11-12

4518 INTRO TO BUSINESS

1 semester/1 credit

This introductory course covers business buying, banking, credit, insurance, communications, transportation, entrepreneurship, management, marketing, law, risk management, banking, personal finance, business etiquette, ethics, government, labor, and careers in business. The purpose of this course is to help students develop an understanding of our American business system and the economic setting in which it functions. It is recommended that students take this as their first business course.

Prerequisite: None

Grades: 9-10

5966 ENTREPRENEURSHIP AND NEW VENTURES

2 semesters/2 credits

Entrepreneurship is a specialized business course designed to enable students to acquire the knowledge and develop the skills needed to effectively organize, develop, create, and manage their own business. Topics addressed include the assessment of entrepreneurial skills, the importance of business ethics, and the role of entrepreneurs in a free enterprise system. Students will develop a written business plan for a business of their choice. Instructional strategies may include computer/technology applications, real and/or simulated occupational experiences, and projects.

Prerequisite: Intro to Entrepreneurship and Digital Applications and Responsibility

Grades: 10-12

5232 INTERACTIVE MEDIA

2 semesters/2 credits

This is a career and technical education business and information technology course that will prepare students for careers in business and industry working with interactive media. Students will become competent in creating, designing, and producing secure interactive media products and services for business and industry. Students will develop an understanding of IT professionalism including the importance of ethics, communication skills, and knowledge of the "virtual workplace". This program of study emphasizes the development of digitally-generated or computer-enhanced products using multimedia technologies.

Prerequisite: Digital Applications and Responsibility

Grades: 11-12

4528 DIGITAL APPLICATIONS AND RESPONSIBILITY

2 semesters/2 credits

This business course integrates computer technology, decision-making, and problem-solving skills. Areas of instruction include advanced applications and integration of a professional software suite and the use of emerging technology. Activities may include collaborative instruction, peer teaching, in-baskets, mini-baskets, and school and community projects.

Prerequisite: None

Grades: 9-12

5394 PREPARING FOR COLLEGE AND CAREERS

1 semester/1 credit

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.

Prerequisite: none

Grades: 9-12

5914 PRINCIPLES OF MARKETING

1 semester/1 credit

Marketing is a business course that 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. Students will use computer/technology applications, as well as, real and/or simulated occupational experiences, and projects.

Prerequisite: None

Grades: 11-12

5984 SPORTS AND ENTERTAINMENT MARKETING

1 semester/1 credit

This course is a specialized marketing course providing students with the opportunity to apply marketing principles in the fields of Sports, Recreation, and Entertainment. Students may produce and market activities for athletic and entertainment programs at the high school. Activities may include computer/technology applications, event planning, real and/or simulated occupational experiences, and projects.

Prerequisite: None

Grades: 11-12

4574 WEB DESIGN

2 semesters/2 credits

Web Design is a business course that provides instruction in the principles of web design using HTML/XHTML and current emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies may include peer teaching, collaborative instruction, project-based learning activities, and projects.

Prerequisites: Digital Applications and Responsibility

Grades: 11-12

5974a/5974b WORK BASED LEARNING

2 Semesters/1-3 Credits

Work Based Learning Capstone is a stand-alone course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path. Work Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. In stand-alone WBL Capstone courses, students have the opportunity to apply the concepts, skills, and dispositions learned in their pathways in real world business and industry settings. Therefore, at six credits in a student's pathway would be prerequisite to the student enrolling in the stand-alone WBL course. Work Based experiences need to be in an industry setting closely related to a student's CTE pathway. Instructors must have a clear partnership agreement and training plan for each student participating in Work Based experiences. When a course is offered for multiple hours per semester, the amount of authentic work experience needs to be increased proportionally. 150 Indiana Department of Education High School Course Titles and Descriptions

Required Prerequisites: a minimum of 4 credits of introductory and advanced career and technical education courses related to a student's pathway and to the work site placement

Counts as a Directed Elective or Elective for all diplomas

Grade: 12

5974A WORK BASED LEARNING CAPSTONE(KACC)

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.

Applied Units: 6 units maximum

Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion I

Grades: 11-12

4540 PERSONAL FINANCIAL RESPONSIBILITY

1 semester/1 credit

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project-based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

Grades: 9-12

4540A APPLIED PERSONAL FINANCIAL RESPONSIBILITY

1 semester/2 units

Applied Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build and apply skills in financial literacy and responsible decision making. Content includes analyzing personal standards, needs, wants, and goals; identify sources of income, and navigating technology for money management. A project-based approach and applications through authentic settings such as work based observations, service learning experiences and community-based instruction are appropriate. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged.

Counts as an Elective for the Certificate of Completion

Qualifies as applied math course for the Certificate of Completion

Grades: 9-12

5260 WORKBASED LEARNING, BUSINESS & MARKETING

1 semester/1 credit

Work based Learning Business & Marketing is a College and Career Readiness course that is designed to provide opportunities for students to explore careers that require additional degrees of certifications following high school. The emphasis of the experience is on applying skills developed through instruction and on learning new career competencies at the internship site. The internship is tailored to the unique needs and interests of the student and is considered a high school capstone experience towards fulfillment of the student's meaningful future plan. Upon completion of the internship, students will review and revise their College and Career plans. A training agreement outlines the expectations of all parties; the intern, parent/guardian, site supervisor/mentor, school, business/industry/organization, State, and Federal guidelines. Internships may be paid or unpaid and must include a classroom component (such as a series of seminars, workshops, or class meetings) and regular contact between the interns and internship coordinator.

Prerequisite: 4 credits in student's College and Career pathway

Grades: 11-12

ENGLISH COURSES:

1002a – 1002b ENGLISH 9

2 semesters/2 credits

Through the integrated study of literature, composition, and oral communication, English 9 students further develop their use of language as a tool for learning and thinking. Students practice identifying, analyzing, and composing with different elements, structures, and genres of written language. Literature instruction focuses on opportunities to develop vocabulary through: (1)-decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, and (5) independent reading.

Students will write for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. Using technology, students receive instruction and practice in the writing process. Composition also provides opportunities to create multiple types of writing.

Prerequisite: None

Grade: 9

1002c – 1002d ENGLISH 9 (H) Honors (Weighted Grade)

2 semesters/2 credits

This course description is the same as the English 9, Core 40 'Diploma, course description. Also, this course places more of an emphasis on advanced vocabulary development, writing for college, and novel study. Students should expect longer independent reading assignments and higher-level questioning. The goal of this course is to prepare students for a traditional four-year university.

Prerequisite: Teacher recommendation

Grade: 9

1002A APPLIED ENGLISH 9

2 semesters/2 units

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.

English/Language Arts Requirement for the Certificate of Completion

Grades: 9-10

1004a – 1004b ENGLISH 10

2 semesters/2 credits

This course reinforces and continues to make full use of many of the activities and skills of English 9. Beyond these, this course adds the following emphasis: (1) consideration of a given canon of World Literature and (2) increased focus on the self-conscious choice of comprehension and writing strategies. In addition, students should be responsible for taking personal time for both instructional and recreational reading.

Students will write for various audiences and purposes. Students identify and employ various expository and narrative writings. Students use the basic modes of oral and written expression through the development of effective narrative and source-based writing including focus and logical organization of ideas.

The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing.

Students are encouraged to use one of the manuals of style.

Prerequisite: None

Grade: 10

1004c – 1004d ENGLISH 10 (H) Honors (Weighted Grade)

2 semesters/2 credits

In addition to the curricular description of English 10 (A) above, this course requires more of an emphasis on independent study skills and will include two projects based on novels. One of those projects will include novel analysis. The honors projects must be completed each semester in order for students to earn honors credit.

Students in this course will study advanced textbooks in World Literature.
Based on C or better in class and 60% or better on projects.

Prerequisite: Teacher Recommendation

Grade: 10

1004A APPLIED ENGLISH 10
credits

2 semesters/2

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.

Counts as an English/Language Arts Requirement for the Certificate of Completion

Grades: 9-10

1006a – 1006b ENGLISH 11

2 semesters/2 credits

Through the integrated study of literature, composition, and oral communication, 'English 11 students further develop their use of language as a tool for learning and thinking. In English 11, students move from predominantly analyzing and using the elements of written language to making judgments based on those analyses. English 11 also incorporates a survey of American Literature. Students will produce a variety of composition forms which will closely parallel American history.

This course continues to refine students' abilities to articulate sophisticated ideas in an organized manner. Increased sensitivity to context – audiences, purposes, and other environmental considerations helps students better communicate their thoughts.

The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing.

Prerequisite: None

Grade: 11

1006c – 1006d ENGLISH 11 (H) Honors
(Weighted Grade)

2 semesters/2 credits

Honors 11 covers the same historical time period as the English 11 and Core 40 Diploma course description. Additionally, this course places more of an emphasis on independent study skills, advanced writing assignments, advanced vocabulary, and advanced reading.

Students will be expected to comprehend more sophisticated and longer reading assignments in this course which is geared to prepare students for a traditional four-year university.

Grade: 11

1006A APPLIED ENGLISH 11

2 semesters/2 units

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.

Counts as an English/Language Arts Requirement for the Certificate of Completion

Grades: 11-12

1008a – 1008b ENGLISH 12

2 semesters/2 credits

This course refines students' ability and desire to learn and communicate about language and literature. While students developed judgments informed by keen literary analysis in Grades 9-11, in Grade 12 they practice explaining and defending their ideas about readings to others. In addition, the emphasis on different cultural contexts is intensified in a focus on world literature. To negotiate these texts, students learn to identify and communicate about the broad themes, trends, and cultural issues present in world literature.

Students will hone their writing skills, writing at this stage has: (1) a clearly identified audience, (2) a well-articulated purpose and thesis, and (3) a structured body that fulfills its stated purpose and supports its thesis in a way accessible to its audience. Writing at this stage is also well informed by careful research and intelligent analysis.

Using technology, students will produce polished final documents. Polished writing requires following through with all phases of the writing process (prewriting, drafting, revising, editing, and publishing), at which all students should be proficient.

All writing will meet the four criteria outlined above and have been through all stages of the process just described, including persuasive writing, synthesis and analysis of information from a variety of sources, and reflective essays.

Students are also able to complete complex forms, describe procedures, give directions and use graphic forms to support a thesis. This will include writing job applications and resumes that are clear and reflect word choice and proper language (tone/purpose) to address a variety of situations/jobs. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing.

Oral communication (speech) continues to emphasize the organization of ideas, awareness of audience, and sensitivity to context in carefully researched and well-organized speeches.

Prerequisite: None

Grade: 12

1008A APPLIED ENGLISH 12

2 semesters/2 units

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.

Counts as an English/Language Arts Requirement for the Certificate of Completion

Grades: 11-12

W131/L202 ACP ENGLISH 12 (Advanced College Project)
(Weighted)

1 semester/3 credits

Reading, Writing, and Inquiry I is a one-semester Indiana University course that offers instruction and practice in the critical reading and writing skills required for college-level work, with an emphasis on written assignments that call for summary, critique, analysis, and arguments based on sources.

This is a dual credit Indiana University course. The purpose of this course is to prepare students for the rigor of writing throughout college. The focus is on scholarly investigation of sources, critical thinking and reading, learning how to recognize and utilize specific writing strategies, skills and fluency. Each unit will include preliminary work and assignments leading to a major essay to conclude. Points will be accumulated from homework, in-class assignments, participation, and final written assignments. Since much work and discussion will be carried on in class, impeccable attendance and assignment submission is imperative.

1052 WORLD LITERATURE 12

1 semester/1 credit

World Literature surveys literature written by major authors of the Western and Eastern worlds. This course takes a comparative approach to analyzing representative works produced by writers of various nationalities. It may also be organized by historical period, theme, or genre. Integrated into the study of World Literature are class and group discussions and written interpretations.

Prerequisite: None

Grades: 12

1090 COMPOSITION 12

1 semester/1 credit

Composition provides students with an opportunity to learn to “write by writing.” Students will have frequent opportunities to write for different audiences and purposes, using a process that includes, (1) prewriting, (2) drafting, (3) peer sharing, (4) revising (content, structure, or presentation), (5) editing (grammar, punctuation, spelling, usage), and (6) producing a final product. For peer sharing, students receive specific training in providing constructive, substantive feedback, while role-playing as members of the author’s target audience. Selected readings provide models of effective writing techniques and opportunities to evaluate and discuss the writing and using criteria to evaluate and revise writing. Instruction in grammar, usage, and mechanics will be integrated with writing so that students develop a functional understanding of language and a common vocabulary for discussing writing. Final papers should follow accepted conventions of language, style, mechanics, and format.

Students will also use the information from their final research papers to produce and present a multimedia presentation (Power Point, Prezi, etc.) to the class.

***Students are required to produce a satisfactory research paper (meeting at least a 60% proficiency) in order to earn credit for the class.

Prerequisite: None

Grades: 12

1030 English Literature (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: 11, 12 ● Required Prerequisites: none ● 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

Prerequisite: None

Grades: 12

**10581 – 10582 ENGLISH LITERATURE AND COMPOSITION (H) Honors
ADVANCED PLACEMENT (Weighted Grade)**

2 semesters/2 credits

English Literature and Composition, Advanced Placement, is an advanced placement course based on the content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit.

Prerequisite: Teacher recommendation and completion of summer reading assignment before the course begins.

Note: This is a dual credit course aligned with Ivy Tech (ENG 111/ENG 206)

Grade: 12

1076 SPEECH

1 semester/1 credit

Speech provides the study of and practice in the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students have opportunities to make different types of oral presentations including: (1) viewpoint, (2) instructional, (3) demonstration, (4) informative, (5) persuasive, and (6) impromptu. Students are given opportunities to express subject matter knowledge and content through creative, analytical, and expository writing, as well as reading a variety of literary genre related to course content and speaking assignments. This course emphasizes research using technology and careful organization and preparation. Students also practice and develop critical listening skills.

Prerequisite: None

Grades: 10-12

1078 ADVANCED SPEECH AND COMMUNICATION

1 semester/1 credit

Advanced Speech and Communication continues with the skills learned in Speech. Major emphasis is given to the producing of formal speeches. The course focuses on leadership development, listening skills, oral interpretation, parliamentary procedure, research methods, and oral debate. Students are given opportunities to express the subject matter knowledge and content through various writing experiences as well as reading a variety of literary genre related to course content and speaking experiences. Special attention is given to the creating of a complete outline and support, using two or more sources, as well as individual presentation skills. Students concentrate on producing speeches that: (1) inform; (2) motivate; (3) entertain, and (4) persuade through the use of impromptu, extemporaneous, memorized, and manuscript delivery. Students develop skills in: (1) listening; (2) oral interpretation; (3) parliamentary procedures, (4) research methods, and (5) oral debate.

Prerequisite: Speech

Grades: 10-12

1092 CREATIVE WRITING

1 semester/1 credit

Creative writing provides students with ample opportunities to combine literary creativity with the discipline of written discourse. The concept of the manipulation of language to convey ideas, feelings, moods, and visual images is the basis of the course. Students become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Additionally, students learn strategies for evaluation and responding to their own writing and the writing of others in peer sharing component. In thesis peer sharing component, students receive specific training in providing constructive, substantive feedback, while role-playing a likely reader of each creative work.

Prerequisite: None

Grades: 10-12

1094 EXPOSITORY WRITING (THS Public Relations)

1 semester/1 credit

Expository Writing, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language*, is a study and application of the various types of informational writing intended for a variety of different audiences. 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. EXPOSITORY WRITING PROJECT: Students complete a project, such as an extended essay or report explaining the main idea or thesis by using the expository strategies of classification, illustration by example, definition, comparison and contrast, process analysis (descriptions or explanations that provide instructions for the reader), cause and effect, definitions, or some combination of these strategies, which demonstrates knowledge, application, and writing progress in the Expository Writing course content. Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.

Recommended Prerequisites: English 9, English 10, or teacher recommendation

Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Grades 11- 12

1080 JOURNALISM

1 semester/1 credit

Journalism is the study of the art of reporting and the profession of journalists. This course includes the process involved in: (1) news gathering, (2) reporting and writing news stories, (3) the legal and social responsibilities involved in newspaper publications, and (4) the ethics of accurate and fair reporting. This course includes extensive reading of models of excellent journalistic techniques and evaluates and analyzes journalistic writing through discussions and critiques.

Prerequisite: None

Grades: 9-12

1048 THEMES IN LITERATURE

1 semester/1 credit

Themes in Literature is a study of literary themes, trials of youth, and the search for identity that are appropriate to the level and interests of students. This course includes an examination of the manner in which different writers in different literary genres of choice treat themes. Frequent writing and oral exercises help students become sensitive to and articulate various themes as they occur in a variety of selected works. Works by a variety of authors are included so that students may gain knowledge of humanity's struggle to understand the human condition. This course should improve a student's reading background, understanding of various themes in literature, and establish an appreciation of reading.

Prerequisite: None

Grades: 9-12

1034 FILM LITERATURE

1 semester/1 credit

Film Literature studies the diversified ideas and concepts that interact when written literature is adapted to film or when a work of literary art is originally conceived for film presentation. This course includes: (1) the impact of film on the ways in which people perceive the human condition, (2) the ways in which the roles of men and women and various ethnic minorities are portrayed, (3) visual interpretations of literary techniques and auditory language effects, (4) a history of film as a medium of literary interpretation, and (5) the limitations and special capacities of the two media to present the work. In a comprehensive speech component, students are given opportunities to present and discuss their ideas as well as opportunities to role-play as movie directors to stage scenes. Students also have frequent writing assignments in which they explore and analyze issues of interpretations, production, and cross-genre adaptation.

Prerequisite: None

Grades: 10-12

1062 GRAMMAR

1 semester/1 credit

Grammar provides a study of the English language system. This course introduces students to grammatical terms as well as conventions of oral and written expression which include syntax, usage, punctuation, and spelling. Students are provided with ample opportunities to manipulate language and apply grammatical concepts in writing and speaking situations. Grammatical skills will be taught in the context of reading and writing. Note: Strongly recommended for first year foreign language students.

Prerequisite: None

Grades: 9-12

1120 DEVELOPMENTAL READING

1 semester/1 credit

Developmental Reading provides study and practice in the strategies necessary to increase reading comprehension. This course emphasizes strategies for adapting method and speed of reading to the type of material and purpose for reading. It also includes strategies for using reading to gather, retain, and analyze information. Students apply the strategies learned to a variety of types of reading material, ranging from newspapers and magazines to self-selected books. The course develops the students' appreciation of reading as a lifelong leisure activity. Presentations and discussions of reading further internalize reading as a meaningful and social activity.

This course does not meet English credit requirements for graduation.

This first semester course is required of all freshman students, except English honor students.

Prerequisite: None

Grade: 9

1010 LANGUAGE ARTS LAB

1 semester/1 credit

Language Arts Lab is a remediation course designed to prepare students who have not yet developed proficiency in the application of the language arts standards. Students gain reading, writing, speaking, and listening skills necessary to perform successfully both in the school and the community. Using an integrated approach to teach the Indiana Reading-Language Arts standards, the program instills lifelong interests in, as well as an appreciation for, reading and writing. Individualized instruction dominates the teaching strategies employed in a student-centered classroom that focuses on reading and writing in both the content and general areas.

Prerequisite: Assignment determined by ISTEP scores.

Grades: 9-12

1082 LIBRARY MEDIA

1 semester/1 credit

Library Media is the study and application of procedures based on library science theory. Students examine the role of the library and technology in the current Information Age. Students use electronic resources for specific research needs and use multimedia presentation technology for practical applications. *This course may be taken in an applied format for students pursuing a certificate of completion graduation track.*

Counts as an English/Language Arts 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

Prerequisite: None

Grades: 9-12

10861 – 10862 STUDENT MEDIA
(*Helio* – Yearbook)

2 semesters/2 credits

Students must apply for a position on the staff by completing an application, available in the guidance office, and completing an interview with the adviser and editor-in-chief. After applications have been submitted and interviews conducted, the adviser will select the staff (with input from the editor-in-chief).

This course provides the study of and practice in gathering and analyzing information, interviewing, and note taking for the purpose of: (1) writing, (2) editing, and (3) publishing for print. This course includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, and typography. Representative examples of amateur and professional journalism are studied. The concept of responsible journalism also is discussed. Computer and technological equipment is used to create the publication. Student publications will conform to an appropriate style guide. Students plan, publish, market, and distribute the *Helio*. At times this will require extra time. Staff members will be expected to meet deadlines set by the adviser and editor-in-chief, as well as those set by the printer. Students will also participate in planning the yearbook budget as well as working cooperatively to achieve budgetary needs (e.g. – ad sales, book sales, page sponsors, fund raisers, etc.). Typically, time is required during the summer in order to finish spring sports, graduation, and the index.

Prerequisite: Application and interview.

Grades: 10-12

10865 – 10866 STUDENT MEDIA
(WTHS Television Station)

2 semesters/2 credits

Students receive hands-on experience in mass communications (broadcasting) by providing daily news and announcements via television to the student body. This course provides the study of and practice in gathering and analyzing information, interviewing, and note taking for the purpose of: (1) writing, (2) editing, and (3) publishing for print. This course includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, and typography. Representative examples of amateur and professional journalism are studied. The Air-time concept of responsible journalism also is discussed. Computer and technological equipment is used to create the publication.

Students plan, publish, market, and distribute New Media. Staff members will be expected to meet deadlines set by the adviser and editor-in-chief, as well as those set by the printer. Students will also participate in planning the budget as well as working cooperatively to achieve budgetary needs (e.g. – ad sales, fund raisers, etc.). Time may be required after school to conduct interviews and design video.

Prerequisite: None

Grades: 9-12

10863 – 10864 *STUDENT MEDIA*
(Onlooker – School newspaper)

2 semesters/2 credits

Students must apply for a position on the staff by completing an application, available in the guidance office, and completing an interview with the adviser and editor-in-chief. After applications have been submitted and interviews conducted, the adviser will select the staff (with input from the editor-in-chief).

This course provides the study of and practice in gathering and analyzing information, interviewing, and note taking for the purpose of: (1) writing, (2) editing, and (3) publishing for print. This course includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, and typography. Representative examples of amateur and professional journalism are studied. The concept of responsible journalism also is discussed. Computer and technological equipment is used to create the publication. Student publications will conform to an appropriate style guide. Student plan, publish, market, and distribute the Onlooker. At times this will require extra time. Staff members will be expected to meet deadlines set by the adviser and editor-in-chief, as well as those set by the printer. Typically, time required after school has left out the summer in order to finish spring sports, graduation, and the index.

Prerequisite: Application and interview

Grades: 9-12

FAMILY AND CONSUMER SCIENCE (FACS) COURSES:

5342 NUTRITION AND WELLNESS

1 semester/1 credit

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.

Grades: 9-12

5340 ADVANCED NUTRITION AND WELLNESS

1 semester/1 credit

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.

Grades: 9-12

5342A APPLIED NUTRITION AND WELLNESS

1 semester/2 units

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.

Counts as an Employability Requirement or Elective for the Certificate of Completion

Grades: 9-12

5362 CHILD DEVELOPMENT

1 semester/1 credit

Child Development is an introductory course that 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. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

Grades: 9-12

5360 ADVANCED CHILD DEVELOPMENT

1 semester/1 credit

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. 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.

Grades: 9-12

5330 ADULT ROLES AND RESPONSIBILITIES

1 semester/1 credit

Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. 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 adult roles and responsibilities.

Grades: 10-12

5330A APPLIED ADULT ROLES AND RESPONSIBILITIES

1 semester/2 units

Applied Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project or community-based approach that utilizes problem solving skills, communication, leadership, self-determination skills, management processes, and fundamentals to college, career and community membership success. Service learning and other authentic applications are strongly recommended.

Counts as an Elective or Employability Requirement for the Certificate of Completion

Grades: 9-12

5364 INTERPERSONAL RELATIONSHIPS

1 semester/1 credit

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. 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.

Grades: 9-12

5364A APPLIED INTERPERSONAL RELATIONSHIPS

1 semester/2 units

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.

Counts as an Employability Requirement or Elective for the Certificate of Completion

Grades: 9-12

5350 HOUSING AND INTERIOR DESIGN CAREERS I, II

1 semester/1 credit

Housing and Interior Design Careers prepares students for occupations and higher education programs of study related to the entire spectrum of career clusters that encompass careers related to housing, interiors, and furnishings. Topics include commercial applications of principles of design to creating aesthetic and functional residential and commercial environments; human, non-human, community, family, and financial resources for housing; housing and interiors materials and products; client-centered designing, drafting, blue printing, and space planning; rendering, elevations, and sketching; historical, technological, and environmental impacts on housing and interiors; zoning, building codes, regulations, and accessibility guidelines, and their impact on housing related outcomes.

Grades: 11-12

5394 PREPARING FOR COLLEGE AND CAREERS

1 semester/1 credit

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.

Grades: 9-12

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.

Counts as an Elective or Employability for the Certificate of Completion

Grades 9-12

FOREIGN LANGUAGE COURSES:

21201a– 2120b SPANISH I

2 semesters/2 credits

This course provides instruction, enabling students to discuss the many reasons for learning Spanish and to develop an understanding of the people who speak Spanish.

Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, this course provides students with opportunities to:

- Respond to and give oral directions and commands and to make routine requests in the classroom and in public places
- Understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events; ask and answer simple questions and participate in brief guided conversations related to their needs and interests
- Read isolated words and phrases in a situational context, such as menus, signs, and schedules
- Comprehend brief written directions and information
- Read short narrative texts on simple topics
- Write familiar words and phrases in appropriate contexts and respond in writing to various stimuli.

Also, students learn about nonverbal communication; about awareness of current events in the cultures; the major holidays and geographical features of the countries being studied; greeting and leave taking behaviors in a variety of social situations; the appropriate way to respond to introductions and use courtesy behaviors; and appropriate etiquette in a variety of social settings.

Prerequisites: "C" average in English is recommended.

Grades: 9-12

2122a – 2122b SPANISH II

2 semesters/2 credits

This course enables students to participate in classroom and extracurricular activities related to Spanish as well as to participate in conversations dealing with daily activities and personal interests. Students are able to:

- Ask questions regarding routine activities
- Participate in conversations on a variety of topics
- Relate a simple narrative about a personal experience or event
- Interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life
- Understand main ideas and facts from simple texts over familiar topics
- Read aloud with appropriate intonation and pronunciation
- Write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style.
- Students are able to communicate using different verb tenses (present/past/future).

Also, students become familiar with major geographical features, historical events, and political structures of the country being studied; familiar with different aspects of the culture, including the visual arts, architecture, literature and music, using the foreign language where appropriate; able to extend and respond to hospitality as a host or a guest; and aware of time expectations, such as arriving for appointments and social engagements.

Prerequisites: Spanish I, minimum grade of "C-", or principal approval.

Grades: 9-12

SP101 – SP102 SPANISH III (H) Honors (Weighted Grade)

2 semesters/2 credits

This course provides instruction, enabling students to understand and appreciate other cultures by comparing social behaviors and values of the Spanish-speaking people. Students are willing to initiate and participate in discussions concerning these cultures. Also, students are able to:

- Respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases.
- Read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines and cartoons and personal correspondence.
- Read short literary selections of poetry, plays, and short stories.
- Complete authentic forms and documents and take notes that require familiar vocabulary and structures.
- Write paraphrases, summaries, and brief compositions; describe different aspects of the culture, using foreign language where appropriate, including: (1) major historical events, (2) political structures, (3) value systems, (4) visual arts, (5) architecture, (6) literature, and (7) music.
- Seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries.

Advanced grammar is important for this course. (Direct and indirect object pronouns, forming commands, etc.).

OPTIONAL DUAL CREDIT WITH IVY TECH (Span 101 and 102) This class will be weighted if dual credit is achieved.

Prerequisites: Spanish II, minimum grade of "C-", or principal approval.

Grades: 10-12

SP201– SP202 **SPANISH IV (H)** Honors
(Weighted Grade)

2 semesters/2 credits

This course enables students to participate in classroom and extra curricular activities related to Spanish such as presentations to the student body and to parent groups and taking leadership roles in language clubs. Students are willing to participate in conversations with native and advanced non-native speakers, either in their community or in the school. This course also enables students to:

- Respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments
- Give presentations on cultural topics including: (1) traditions, (2) historical and contemporary events, and (3) major historical and artistic figures
- Paraphrase or restate what someone else has said
- Read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, novels, and essays, as well as make judgments about what is read
- write well-organized compositions on a given topic
- begin using the language creatively in writing simple poetry and prose

Also, students are aware of the relationship between various art forms in at least one major historical period; aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in which the language is spoken; able to adjust speech appropriate to the situation and audience; and able to participate appropriately in a variety of specific circumstances, which could include public meetings, attending concerts, and using public transportation.

OPTIONAL DUAL CREDIT WITH IVY TECH (Span 101 and 102) This class will be weighted if dual credit is achieved.

Prerequisites: Spanish III, minimum grade of "C-", or principal approval.

Grade: 11-12

2128a – 2128b **SPANISH V (H)** Honors
(Weighted Grade)

2 semesters/2 credits

Level V foreign language courses enable students to participate in activities beyond the classroom that could include concerts, theater performances, and community activities. Students are willing to participate in conversations with native speakers in the community and promote among their peers, and others, the benefits of foreign language study and the study of the cultures in which the language is spoken. In addition, students are able to:

- Initiate and participate in conversations on current or past events that are of significance in the foreign culture
- Develop and propose solutions to issues and problems that are of concern to members of their own culture and the foreign culture being studied
- Demonstrate an understanding of the principal elements of nonfiction, articles in newspapers, magazines, and e-mail on topics of current and historical importance to members of the culture
- analyze the main plot, subplot, characters and their descriptions, roles and significance in authentic literary texts
- Create stories and poems, short plays, and skits based on personal experiences and exposure to themes, ideas, and perspectives from the foreign cultures
- Summarize the content of an article intended for native speakers in order to discuss the topics in writing for speakers of the language

Additionally, students:

- Gain a general knowledge of the major literary and artistic movements within the cultures where the foreign language is spoken
- Become aware of the relationships in these periods among the various art forms
- Demonstrate some native behaviors, using the appropriate verbal and nonverbal cues in a variety of cultural contexts that reflect both peer group and adult activities within the cultures studies

Prerequisites: Spanish IV, minimum grade of "C-", or principal approval.

Grade: 12

HEALTH AND PHYSICAL EDUCATION COURSES:

3506 HEALTH AND WELLNESS

1 semester/1 credit

Health education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana health Education Standards guide: (1) Growth and Development; (2) mental and Emotional Health; (3) Community and Environmental health, (4) Nutrition, (5) Family Life, (6) Consumer Health, (8) Alcohol, Tobacco, and Other Drugs, and (9) Intentional and unintentional Injury; and (10) health Promotion and Disease prevention.

Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.

Prerequisite: None

Grades: 9-12

3506A APPLIED HEALTH & WELLNESS

1 semester/2 units

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.

Counts as an Elective or Health & Wellness requirement for the Certificate of Completion

Grades: 9-12

3508 CURRENT HEALTH ISSUES

1 semester/1 credit

Current Health issues focuses on emerging trends in health including: (1) medical technology; (2) local, state, and national health policy; (3) health care issues; (4) health careers; and (5) chronic and communicable diseases.

This course is primarily designed to provide students with opportunities to explore their thoughts, feelings and beliefs as they relate to substance abuse. While part of that process involves presenting information about drugs and their effects, another aspect requires personal reflection on the part of each student on issues related to the use of chemical agents.

Prerequisite: Health Education

Grades: 9-12

3500 ADVANCED HEALTH EDUCATION

1 semester/1 credit

Advanced Health Education is an elective course that offers an in-depth study of the ten health content areas as described in the Indiana Health Standards Guide. The scientific components of health are expanded and explored. This course focuses on health concerns and health risk appraisals. Careers in health are addressed.

An emphasis is placed on bones and muscles of the human body and how both function together to produce movement. Recommended for students who have the ability to memorize details and who wish to achieve a better understanding of the human body.

Prerequisite: Health Education with minimum grade of C.

Grades: 10-12

3500A APPLIED ADVANCED HEALTH EDUCATION

1 semester/2units

Applied Advanced Health *EDUCATION*, an elective course that is aligned to Indiana's Academic Standards for Health & Wellness, provides knowledge and skills to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice applying 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. Advanced Health & Wellness provides students with opportunities to learn and apply personal health and wellness, physical activity, healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco, alcohol, and other drug-free lifestyle; and promoting human development and family health. The scientific components of health and wellness, health issues and concerns, health risk appraisals, individual wellness plans, health promotion and health careers are expanded and explored within the context of the course. 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.

Counts as a Health/Wellness requirement for the Certificate of Completion

Grades: 11-12

3542 PHYSICAL EDUCATION I

1 semester/1 credit

Physical Education I continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. The program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) dance, and (9) recreational games. Ongoing assessment includes both written and performance-based skill evaluation.

Grades: 9-12

3542A APPLIED PHYSICAL EDUCATION I

1 semester/2 units

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.

Counts as the Health & Wellness requirement for the Certificate of Completion

Grades: 9-12

3544 PHYSICAL EDUCATION II

1 semester/1 credit

Physical Education II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. It includes at least three different movement forms without repeating those offered in Physical Education I. Movement forms may include: 1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) dance, and (9) recreational games. Ongoing assessment includes both written and performance-based skill evaluation. This course will also include a discussion of related careers.

Prerequisite: None

Grades: 9-12

3560a/3560b ELECTIVE PHYSICAL EDUCATION
(Weight Training and Flexibility)

1 semester/1 credit

Advanced PE/Weight Training is a class designed for students on athletic teams and/or students who are serious about improving their muscular strength, agility, flexibility, coordination, and overall fitness through various conditioning routines. The class is conducted using the most up-to-date training techniques and demands a high level of physical exertion from the participants. Instruction is given on the proper lifting techniques, safety and spotting, core training, flexibility training, and agility and coordination development. Students will be required to follow an individualized workout regimen three days a week. The other two days are used for agility training, core training, flexibility, and coordination development involving non-weight room activities. Non-weight room activities include plyometrics, form-running techniques, competitive relays and/or games, agility and coordination activities.

Only those students who are interested in working towards achieving a very high level of fitness are encouraged to enroll in this class.

Prerequisite: Physical Education I and II or must have successfully waived Physical Education I and/or II
Grade 9 – instructor approval

Grades: 10-12

3560A APPLIED ELECTIVE PHYSICAL EDUCATION

1 semester/1 unit

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 cardio- respiratory 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.

Counts as the Health & Wellness Requirement for the Certificate of Completion

Grades: 9-12

MATH COURSES:

2560 MATHEMATICS LAB

1 semester/1 credit

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with *Indiana's Academic Standards for Mathematics*. It is recommended that Mathematics Lab is 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 be used as ISTEP+ prep/remediation concurrently with geometry.

This course does not meet mathematics credit requirements for graduation.

This course may be offered for one to eight elective mathematics credits.

Counts as an elective for the General and Core 40 diplomas.

2516a/2516b ALGEBRA I LAB (formerly Algebra Enrichment)

2 semesters/2 credits

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.

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

Prerequisite: None

Grades: 9-12

2516A APPLIED ALGEBRA I LAB

2 semesters/2 credits

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.

Counts as a Mathematics Course or an Elective for the Certificate of Completion

Applied Algebra I Lab is designed as a support course for Applied Algebra I. As such, a student taking Applied Algebra I Lab must also be enrolled in Algebra I or Applied Algebra I during the same academic year.

Grades: 9-12

2520a – 2520b ALGEBRA I

2 semesters/2 credits

Algebra I provide a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) properties of real numbers, (2) solution sets, (3) basic operations with polynomials, (4) solving quadratic equations and systems, (5) use of exponents, and (6) introductory topics from statistics and probability.

Grades: 9-10

2520A APPLIED ALGEBRA I

2 semesters/2 units

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.

Counts as a Math Requirement for the Certificate of Completion

Grades: 9-12

25311 – 25312 MATH 10

2 semesters/2 credits

Math 10 is a new two-semester course designed to reinforce and elevate the Algebra 1 and 7th and 8th grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra 1. It includes essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra 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.

Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core with Academic Honors and Core 40 with Technical Honors diplomas

Recommended Prerequisites: Students who have attempted a complete year of Algebra 1 Grades: 9-10

2532a – 2532b GEOMETRY I

2 semesters/2 credits

Geometry provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of: (1) angles, (2) lines, (3) planes, (4) congruent and similar triangles, (5) trigonometric ratios, (6) polygons and (7) circles and spatial drawings. An understanding of proof and logic is developed. Use of graphing calculators may be included. Note: This course is not recommended to take after Trigonometry or PreCalculus.

Prerequisite: Algebra I

Grades: 9-12

2532A APPLIED GEOMETRY

2 semesters/2 credits

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.

Counts as a Math Requirement for the Certificate of Completion

Grades: 9-12

**C101/C121 ACP CHEMISTRY (Advanced College Project)
(Weighted Grade)**

2 semesters/2 credits

Essential principles of chemistry, atomic and molecular structure, bonding, properties and reactions of elements and compounds, stoichiometry, solutions, and acids and bases. For students who are not planning careers in the sciences and for those with no previous coursework in chemistry. Credit given for only one of C101 or C103.

Grades: 9,10,11

2522a – 2522b ALGEBRA II

2 semesters/2 credits

This is a course, which expands on the topics of Algebra I and provides further development of the concept of a function. The expanded topics of the course include:

(1) The theorems and algorithms of algebra, (2) polynomials and polynomial functions; (3) rational exponents; (4) the complex numbers, sequences, and series; (5) the properties and graphs of conic sections; (6) permutations and combinations; (7) matrices; and (8) exponential and logarithmic functions.

Note: Students may take this course concurrently with Geometry.

Prerequisite: Algebra I

Grades: 9-12

**2522c – 2522d ALGEBRA II (H) Honors
(Weighted Grade)**

2 semesters/2 credits

This course is for students who would like a more challenging course in preparation for future success in advanced math classes. These students will cover the core curriculum of the regular Algebra II course and in addition to enrichment in these areas, may cover problem solving strategies.

Note: Students may take this course concurrently with Geometry.

Prerequisite: Algebra I and Instructor approval

Grades: 9-12

**2564a – 2564 PRE-CALCULUS (H) Honors
(Weighted Grade)**

2 semesters/2 credits

Pre-Calculus blends together all of the concepts and skills that must be mastered prior to enrollment in a college-level calculus course. A functional approach provides for the integration of the following topics. (1) Relations and functions; (2) Logarithmic and Exponential functions; (3) Sequences and Series; (4) Data Analysis; (5) Mathematical reasoning and problem solving; (6) Trigonometry in triangles; (7) Trigonometric functions; (8) Trigonometric identities and equations; and (9) Polar-coordinates and complex numbers. Graphing calculators are required. Note: This is a dual credit course aligned with Ivy Tech (MATH 136/MATH 137)

Prerequisite: Algebra I, II, Geometry, and Instructor approval

Grades: 10-12

**M125 ACP PRE-CALCULUS S1 (Advanced College Project)
(Weighted)**

1 semester/1credit

Designed to prepare students for M215. Algebraic operations, polynomial, exponential, and logarithmic, functions and their graphs; conic sections; systems of equations; and inequalities. Does not satisfy Arts & Sciences distribution requirements on regional campuses; does not count towards a degree in the IUB College of Arts and Sciences.

**M126 ACP TRIGONOMETRY S2 (Advanced College Project)
(Weighted)**

1 semester/1 credit

In depth study of trigonometric functions, definitions, unit circle, graphs, inverse functions, identities, trigonometric equations and applications. This course, together with M25, is designed to prepare students for Calculus I M215. Does not satisfy Arts & Sciences distribution requirements on regional campuses; does not count towards a degree in the IUB College of Arts and Sciences.

Grades: 11-12

25621 – 25622 *CALCULUS I, ADV. PLACEMENT (H) Honors* 2 semesters/2 credits
(Weighted Grade)

The College Board has established contents of this course. Topics include: (1) limits, (2) continuity, (3) derivatives, (4) definite integrals, and (5) techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. This course also includes applications of the derivative, the integral, and theory of calculus. Graphing technology is included.

Note: This is a dual credit course aligned with Ivy Tech (MATH 211)

Prerequisites: Algebra I & II, Pre-Calculus, and Instructor approval Grades: 11-12

2527a – 2527b *CALCULUS I, (H) Honors* 2 semesters/2 credits
(Weighted Grade)

The College Board has established contents of this course. Topics include: (1) limits, (2) continuity, (3) derivatives, (4) definite integrals, and (5) techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. This course also includes applications of the derivative, the integral, and theory of calculus. Graphing technology is included.

Note: This is a dual credit course aligned with Ivy Tech (MATH 211)

Prerequisites: Algebra I & II, Pre-Calculus, and Instructor approval Grades: 11-12

M211a/M211b *ACP CALCULUS (Advanced College Project)* 2 semesters/2 credits
(Weighted)

Limits, continuity, derivatives, definite and indefinite integrals, applications. A student may receive credit for only one of the following: M119, M211/215, or MATH0J113.

Prerequisite: Two years of high school algebra, one year of high school geometry, precalculus math (or its equivalent) and trigonometry

Grades: 11-12

2566 *ACP TRIGONOMETRY (H) Honors (Advanced College Project)* 1 semester/1 credit
(Weighted)

This course provides for the development of the trigonometric relationships from an understanding of the circular functions and their properties and graphs. Inverse trig functions, trig equations and identities, vectors, the Law of Sines and the Law of Cosines, applications of the trig functions, and polar coordinates are also included in the course.

Prerequisites: Algebra I, II, Geometry, and Instructor approval Grades: 11-12

2546 *PROBABILITY AND STATISTICS (H) Honors* 1 semester/1 credit
(Weighted Grade)

This course emphasizes an understanding and appreciation for conclusions that can be drawn from statistical data, exploring the mathematics underlying these processes. This course includes: (1) basic laws of probability, (2) the simulation of probability experiments, (3) methods of gathering data, and (4) methods of drawing conclusions from data based on sampling. Whenever possible, students should plan and conduct experiments or surveys and analyze the resulting data.

Prerequisites: Algebra I, II, Geometry, and Instructor approval Grades: 11-12

2568 ADVANCED MODELING AND ANALYSIS

1 semester/1 credit

Advanced Modeling and Analysis extends the course of study in mathematic modeling and analysis past Algebra II and Geometry. Students will apply their knowledge of functions to real-life situations, including population growth and biological decay. Students will learn new techniques for building mathematical models, including periodic functions and conic sections. Students will use prior knowledge to analyze unfamiliar or nonstandard functions and graphs. A strong emphasis will be placed on building and interpreting graphs through the use of technology.

Prerequisite: Algebra II and Geometry, and Instructor approval

Grades: 11-12

2514 COLLEGE AND CAREER BRIDGE

2 semesters/2 credits

CCR Bridge: Math Ready will include and reinforce the Algebra I, Geometry, Algebra II, and Statistics skills necessary to be ready for entry-level college math. This course emphasizes understanding of math concepts rather than just memorizing procedures. *CCR Bridge: Math Ready* teaches the context behind the procedure: why to use a certain formula or method to solve a problem, for example. Students will build higher-order thinking skills in order to apply math skills, functions and concepts in different situations.

Prerequisite: Algebra II

Grades: 11-12

2550a/2550b QUANTITATIVE REASONING

2 semesters/2 credits

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. 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.

Counts as a Mathematics Course for all diplomas

Prerequisite: Algebra II or Integrated Mathematics III

Grades: 9-12

4512 BUSINESS MATH

2 semesters/2 credits

Business Math is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics, and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

Counts as an elective or directed elective for all diplomas

Fulfills a mathematics requirement for the General Diploma or Certificate of Completion only

Qualifies as a quantitative reasoning course

Prerequisite: Algebra I

Grades: 10-11

MISCELLANEOUS COURSES:

500a/500b BASIC SKILLS DEVELOPMENT

2 semesters/2 credits

Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement.

Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's Individualized Education Programs (**IEP**) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.

Credits: One credit per semester up to 8 credits

Counts as an Elective for all diplomas

Recommended Prerequisites: None

Grades: 9-12

0502 CADET TEACHING EXPERIENCE

1 semester/1 credit

This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences in one or more classes.

This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences.

Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

Grades: 11-12

0520A/0520B PEER MENTORING

2 semesters/2 credits

Peer tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance for class work relating to the development of and use of: (1) listening skills; (2) communication skills; (3) facilitation skills; (4) decision-making skills, and (5) teaching strategies.

Recommended Prerequisite: None

Counts as an elective for all diplomas

Grades: 9-12

524 COMMUNITY SERVICE

1 semester/1 credit

Service learning activities blend community service and learning activities so that both occur and are enriched by the other. Youth participating in service learning programs perform a needed community service that builds, utilizes or provides a framework for academic and civic skill, abilities and competencies.

The services can be provided within school walls, or in the community, and would not normally happen if the students were not doing them.

These students may only earn two credits in this manner during their high school careers. On a regular basis, students must also write about the relevance of the service to the classes they have attended or are attending, to the community, and to themselves.

Community Service is a course created by public law IC 20-30-14, allowing juniors and seniors the opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that "relates to a course in which the student is enrolled or intends to enroll."

IC 20-30-14-9 Rules

Sec. 9. The state board shall adopt rules under [IC 4-22-2](#) necessary to implement this section, including rules stipulating the following:

- (1) The types of community service organizations or volunteer service organizations that qualify as entities described in section 8 of this chapter.
- (2) The types of community services or volunteer services performed by a student that qualify for approval under this chapter.
- (3) That the student must perform at least forty-eight (48) hours of service to earn one (1) academic credit.
- (4) That not more than two (2) academic credits toward graduation are available to a student under this chapter.

0001/0002 W.I.N. (WHAT IS NEEDED)

Grades: 11-12
No Credit

Each student at Taylor High School is placed in a WIN period. WIN (What is Needed) is a scheduled time each day for students to work on homework, reading assignments, test preparation, etc. and additional support. Neither a grade nor a credit is given for this class.

Grades 9-12

100A/100B OFFICE ASSISTANT

No Credit

Student assistants will be used by the high school office, middle school office, counseling office, and media center.

Students who wish to be office assistants must have and maintain a B grade point average.

Students must have a 95% attendance record.

Students must be Juniors or Seniors.

Students must have pre-approval from the above-mentioned office areas before they register for office assistant.

Grades: 11-12

600A/600B PLATO

1 credit per class

PLATO is a class for students to recover missing credits necessary to graduate. This program allows the student to work at his/her own pace to get back on track academically and graduate on time with the class. Each course takes approximately 70-140 hours to complete successfully.

Cost: \$50.00

Grades: 9-12

200a/200Bb STUDY HALL

No Credit

Students may elect to choose a study hall period in one or both semesters within a school year. Students are expected to follow the rules and guidelines set forth by the study hall instructor. This scheduled time is to be used for homework, reading assignments, test preparation, etc. in order to help the student be successful in his/her remaining classes. Neither a grade nor a credit is given for this class.

Grades 9-12

PROJECT LEAD THE WAY COURSES:

48121 – 4812 INTRODUCTION TO ENGINEERING DESIGN (IED) (H) Honors 2 semesters/2 credits
(Weighted Grade)

Introduction to Engineering Design is an introductory course which develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem-solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, is state of the art and is currently being used by engineers throughout the United States.

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

A Career Academic Sequence, Career-Technical program, or Flex Credit Course

Recommended Prerequisite: Technology

Grades: 9-12

4814a – 4814b PRINCIPLES OF ENGINEERING (POE) (H) Honors 2 semesters/2 credits
(Weighted Grade)

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in postsecondary education programs and engineering careers. They will also learn how engineers address concerns about the social and political consequences of technological change.

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

A Career Academic Sequence, Career-Technical program, or Flex Credit Course

Recommended Prerequisites: Technology, Introduction to Engineering Design (Project Lead the Way)

Grades: 10-12

4820a – 4820b CIVIL ENGINEERING AND ARCHITECTURE (CEA)(H) Honors 2 semesters/2 credits
(Weighted Grade)

Students apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. This course is designed for 11th or 12th grade students – (*no prior PLTW courses required.*)

Building Design & Construction, Residential Design, Commercial Building Design & Systems

Recommended Prerequisites: Technology, Introduction to Engineering Design (Project Lead the Way)

Grades: 10-12

4828a – 4828b ENGINEERING DESIGN AND DEVELOPMENT (EDD) (H) Honors 2 semesters/2 credits
(Weighted Grade)

In this capstone course, students work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams design, build, and test their solutions while working closely with industry professionals who provide mentoring opportunities. Finally, student teams present and defend their original solution to an outside panel. This course is appropriate for 12th grade students.

Recommended Prerequisites: Technology, Principles of Engineering (POE), Introduction to Engineering Design (IED) = PLTW

Grades: 11-12

SCIENCE COURSES:

5344a-5344b *BIOCHEMISTRY OF FOODS*

2 semesters/2 credits

Biochemistry of Foods is a two-semester course that provides students with opportunities to participate in a variety of activities including laboratory work. This is an in-depth study of the application of scientific principles integrating 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-based 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 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.

Recommended Prerequisites: Chemistry, Biology, Nutrition and Wellness, Advanced Nutrition and Wellness

Fulfills a Core 40 Science requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma

Grades: 11-12

3024a – 3024b *BIOLOGY I (A) Academic*

2 semesters/2 credits

Biology I provides, through regular laboratory and field investigations, a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems with in various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students have opportunities to: (1) gain and understanding of the history of the development of biological knowledge, (2) explore the uses of biology in various careers, and (3) cope with biological questions and problems related to personal needs and social issues. 30% of course time is dedicated to lab experiences.

Prerequisite: None

Grades: 9-12

3024c – 3024d *BIOLOGY I (H) Honors* (Weighted Grade)

2 semesters/2 credits

Biology I/ Honors will have the same course content as Biology I. In this honor course the burden of learning biological concepts will be shifted from the teacher who will function as a resource person, to the student through study, research, and laboratory investigations. Laboratory investigations will stress analysis and application of biological concepts to specific problems. 60% of course time is dedicated to lab experiences.

Prerequisite: Instructor approval

Grades: 9-12

L100a/L100b *ACP BIOLOGY (Advanced College Project)* (Weighted)

2 semesters/2 credits

Principles of biological organization, from molecules through cells and organisms to populations. Emphasis on processes common to all organisms, with special reference to humans. Credit given for only one of the following: L100, L104, E112, L112, S115, or Q201.

Grades: 11-12

3024A *APPLIED BIOLOGY I*

2 semesters/2 units

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.

Counts as a Science Requirement for the Certificate of Completion

Grades: 9-12

30201 – 30202 **BIOLOGY, ADVANCED PLACEMENT (H) Honors** 2 semesters/2 credits
(Weighted Grade)

Biology, Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) molecules and cells; (2) heredity and evolution; (3) organisms and populations.

Prerequisite: Biology I and Chemistry I, minimum grade of “C”, or principal approval. Grades: 11-12

Note: This is a dual credit course aligned with Ivy Tech (BIOL105)

31081 – 31082 **INTEGRATED CHEMISTRY – PHYSICS** 2 semesters/2 credits

Integrated Chemistry – Physics is a laboratory-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

Prerequisite: Algebra I (may be taken concurrently with this course). Grades: 10-12

3064a – 3064b **CHEMISTRY I (A) Academic** 2 semesters/2 credits

Chemistry I allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and its chemical reactions. Students have opportunities to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) cope with chemical questions and problems related to personal needs and social issues, and (4) learn and practice laboratory safety. 25% of course time is dedicated to lab experiences.

Prerequisite: Algebra I, minimum grade of “C”. Grades: 10-12

C101/C121 **ACP CHEMISTRY (Advanced College Project)** 2 semesters/2 credits
(Weighted)

Essential principles of chemistry, atomic and molecular structure, bonding, properties and reactions of elements and compounds, stoichiometry, solutions, and acids and bases. For students who are not planning careers in the sciences and for those with no previous coursework in chemistry. Credit given for only one of C101 or C103.

Prerequisite: Algebra I Grades: 10-12

30601 – 30602 **ACP CHEMISTRY (H) Honors (Advanced College Project)** 2 semesters/2 credits
(Weighted Grade)

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations. This course requires 25 percent of instructional time and provide students with opportunities to engage in laboratory investigations. Students should have successfully completed a general high school chemistry course and Algebra II and obtain a recommendation from their prior science teacher.

Prerequisite: Algebra II and Chemistry I, minimum grade of “C” Grades: 11-12

4801 Computer Science I

(COM SCI I)

2semesters/2credits

Computer Science I introduces the structured techniques necessary for the 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 flow-charting, pseudo coding, 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: 10, 11, 12 • Required Prerequisites: none • Recommended Prerequisites: Introduction to Computer Science • 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 • Fulfills a science course requirement for all diplomas • Qualifies as a quantitative reasoning course

5236 Computer Science II

(CS II PROG)

2 semesters/ 2credits

Computer Science II explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. 67 Indiana Department of Education High School Course Titles and Descriptions 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.

146 Indiana Department of Education High School Course Titles and Descriptions

• Recommended Grade: 11, 12 • Required Prerequisites: Computer Science I • 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 • Fulfills a science course requirement for all diplomas • Qualifies as a quantitative reasoning course

3044 EARTH/SPACE SCIENCE I (Semester 1)

1 semester/1 credit

3046 EARTH/SPACE SCIENCE II (Semester 2)

1 semester/1 credit

Earth Space Science I provide a study of the earth's lithosphere, atmosphere, hydrosphere, and its celestial environment. This course emphasizes the study of energy at work in forming and modifying earth materials, landforms, and continents through geological time. Students have opportunities to gain an understanding of the history of the development of the earth and space sciences, to explore the uses of knowledge of the earth and its environment in various careers, and to cope with problems related to personal needs and social issues.

Earth Space Science I emphasizes the study of minerals and rocks that make up the Earth. Maps and globe skills are stressed. Earth Space Science II emphasizes weathering, erosion, volcanoes, earthquakes and the age and history of the earth. 25% of course time is dedicated to lab experiences.

Prerequisite: None

Grades: 10-12

3044A APPLIED EARTH/SPACE SCIENCE I

2 semesters/2 units

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.

Counts as an Elective or Science Requirement for the Certificate of Completion

Grades: 9-12

50721 – 50722 *ADVANCED LIFE SCIENCE: FOODS*

2 semesters/2 credits

Advanced Life Science, Foods, is a standards-based interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out food-based laboratory and field investigations as an essential course component. Students understand how biology, chemistry, and physics principles apply to the composition of foods, food nutrition and development, food processing, and storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry the context of highly advanced agricultural applications of food.

Prerequisite: Recommended two years of prior science course work.

Grades: 11-12

123030A *APPLIED LIFE SCIENCE*

2 semesters/2 units

Applied Life Science is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles. Students explore the functions and processes of cells within all living organisms, general concepts of genetics, and the relationships of living organisms to each other and to the environment as a whole.

Counts as an Elective or Science Requirement for the Certificate of Completion

Grades: 9-12

**30841 – 30842 *PHYSICS (H) Honors*
(Weighted Grade)**

2 semesters/2 credits

The Physics course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems are the major goals of the course. **This class is an online only class.**

Prerequisite: Pre-Calculus

Grades: 11-12

**5276 *ANATOMY AND PHYSIOLOGY (H) Honors*
(Weighted Grade)**

2 semesters/2 credits

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. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, 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.

Prerequisite: Biology

Grades: 11-12

SOCIAL STUDIES COURSES:

1 semester/1 credit

1518 INDIANA 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 students 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.

Prerequisite: None

Grades: 9-12

1518A APPLIED INDIANA STUDIES

1 semester/2 units

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.

Counts as a Social Studies Requirement or Elective for the Certificate of Completion

Must be offered at least once per school year

1516 ETHNIC STUDIES

1 semester/1 credit

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.

Grades: 9-12

1508 CITIZENSHIP AND CIVICS

1 semester/1 credit

Citizenship and Civics is an overview of citizenship roles and responsibilities designed to help students become independent thinkers and conscientious citizens. The course deals with political behavior which students and citizens consider being relevant to the most pressing issues of the day. This course provides students with experiences, which will develop citizenship attitudes within the framework of a democratic society. Topics include: (1) the process of policymaking, (2) methods of public participation in policymaking, (3) citizenship rights and responsibilities in a changing society, and (4) the relationship between modern society and government. The study of local government is a component of this course.

Prerequisite: None

Grades: 9-10

1548a – 1548b WORLD HISTORY AND CIVILIZATION

2 semesters/2 credits

This course provides for a study of selected world cultures, past and present. The content of this course provides a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. This course emphasizes the interaction of local cultures with the natural environment, as well as the connections among civilizations of the Middle East, Africa, and Asia; (3) the classical civilization of Europe, Asia, Africa, and Latin America; and (4) the development of modern societies.

Prerequisite: None

Grades: 9-12

15761 – 15762 WORLD HISTORY, ADVANCED PLACEMENT (H) Honors

2 semesters/2 credits

AP World History is designed to be the equivalent of a two semester introductory college or university world history course. In AP World History, students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use

the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places; interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

Prerequisite: None

Grades: 10-12

1546 WORLD GEOGRAPHY

1 semester/1 credit

World geography provides an opportunity to study the interaction of humans and their environment in space and time. This course helps students understand global patterns of physical and cultural characteristics including: (1) Earth-sun relationships, (2) atmospheric and oceanic circulation, (3) land forms, (4) climate, (5) population, (6) transportation, (7) communication, (8) economic linkages, and (9) cultural diffusion. The study of cultural settings should also include political structures, ways of life, customs, and past events that have influenced or have been influenced by the environment. World Geography provides the opportunity to study the five basic geographic themes of: (1) location, (2) place, (3) relationships within places, (4) movement, and (5) regions as they apply to selected areas of the world. Regions selected for study will vary but should include examples from each continent. These studies focus upon the relationships among regions and exemplify important geographic concepts and problems.

Prerequisite: None

Grades: 9-12

1542a – 1542b UNITED STATES HISTORY

2 semesters/2 credits

United States History emphasizes national development in the late nineteenth and twentieth centuries and builds upon concepts developed in previous studies of American history. Students in this course also identify and review significant events, figures, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of historical events and geographic, social, and economic influences on national development in the late nineteenth and twentieth centuries.

A chronological, topical, or comparative approach can be used in developing themes from Americas past as they relate to life in Indiana and the United States today.

Students demonstrate the ability to trace and analyze chronological periods and examine the relationships of significant themes and concepts in United States history. Students will be able to sequence historical events, examine cause and effect, identify different perspectives, and relate historical situations to current issues. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents. Investigation of themes and issues include analysis of the importance of cultural pluralism and diversity of opinion in American society. Students learn to exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision-making in the classroom, school, and community settings.

Prerequisite: None

Grades: 11-12

H105 - H106 American History I - II 6 College Credits

Evolution of American society: political, economic, social structure; racial and ethnic groups; sex roles; Indian, interAmerican, and world diplomacy of the United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history.

Prerequisite: None

Grades: 11-12

15621 – 15622 UNITED STATES HISTORY, ADVANCED PLACEMENT (H) Honors 2 semesters/2 credits

United States Government, Advanced Placement is a title covering a course which follows College Board Entrance Examination guidelines for advanced placement United States History. This course will challenge students with additional studies in an in-depth thematic approach to history. The course will offer an integration of the social, political, economic and diplomatic aspects of our nation's history.

Prerequisite: Completion of summer assignment and possibly consideration of accumulative grade point average. Fulfills U.S. History requirement.

Grade: 11

1532 PSYCHOLOGY

1 semester/1 credit

Psychology provides an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. Content for the course includes some insights into behavior patterns and adjustments to social environments. The course should develop critical attitudes toward superficial generalizations about human beings, respect for the difficulty of establishing the truth of a proposition, and a heightened sensitivity to the feeling and needs of others.

Positive life attitudes are incorporated into this course.

Prerequisite: None

Grades: 11-12

1540 UNITED STATES GOVERNMENT

1 semester/1 credit

This course provides a framework for understanding the nature and importance of responsible civic participation and for learning the rights and responsibilities of individuals in a constitutional democracy. The course enables students to explore the historical origins and evolution of political philosophies into contemporary political and legal systems. Constitutional structure and the processes of the legislative, executive, and judicial branches of the national, state, and local levels of government are examined. Students learn to draw conclusions about the impact and interrelationships of history, geography, and economics upon our system of government. They also learn to demonstrate an understanding of the governmental structures of the United States and other political systems, as well as the relationship of American government to work affairs. Students learn to analyze the roles of individuals and groups in the political process by identifying and analyzing political issues. They also learn to access data from primary and secondary resources and use current technology to access relevant source materials and as a tool for producing documents in support of learning projects. Students have opportunities to take, defend, and evaluate positions on current issues that impact political decision-making. They should understand their ability to influence policies and decisions as individual and in groups.

Related learning experiences in the school and community enable students to learn how to participate effectively in the political process. The study of United States government also offers students opportunities to develop knowledge, inquiry skills, and means to preserve and improve our constitutional democracy.

Prerequisite: None

Grade: 12

1560 UNITED STATES GOVERNMENT, ADVANCED PLACEMENT (H) Honors

1 semester/1 credit

United States Government, Advanced Placement is a title covering a course which follows College Board Entrance Examination guidelines for advanced placement United States Government. Additionally, this course focuses on an in-depth look at the actual operation of United States government in the areas of domestic and international affairs.

Prerequisite: Completion of summer assignment and possibly consideration of accumulative grade point average. Fulfills U.S. Government requirement.

Grade: 12

1514 ECONOMICS

1 semester/1 credit

This course includes a study of the allocation of scarce resources and their alternative uses for satisfying human wants. This course examines basic models of decision making at various levels and in different areas including: (1) decisions made as a consumer, producer, saver, investor, and voter; (2) business decisions to maximize profits; and (3) public policy decisions in specific markets dealing with output and prices in the national economy.

Prerequisite: None

Grades: 11-12

1512 CURRENT PROBLEMS, ISSUES, AND EVENTS

1 semester/1 credit

This course provides the concepts and analytical tools necessary to understand the functioning of the economic, political, and social systems and the ways in which they affect and are affected by the individual, the family, and other groups. Opportunities are provided to acquire consumer management and decision-making tools in order to understand the responsibilities and rights of individuals as consumers, producers, and citizens. Consumer Economics helps students to develop individual decision-making skills applicable to experiences in using the communication processes among consumers, producers, governments, and other information sources. As a result, students should be prepared to participate effectively in the market place as rational decision-makers.

Prerequisite: None

Grade: 12

15561 – 15562 EUROPEAN HISTORY, ADVANCED PLACEMENT (H) Honors

2 semesters/2 credits

European History, Advanced Placement is a title covering a course, which follows College Board Entrance Examination guidelines for advanced placement European History. It covers European History from 1500 to the present.

Prerequisite: Completion of summer assignment.

Grades: 10-12

1564 MACROECONOMICS, ADVANCED PLACEMENT (H) Honors

1 semester/1 credit

Macroeconomics, Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) Basic economic concepts, (2) measurement of economic performance, (3) national income and price determination, (4) economic growth, and (5) international finance, exchange rates, and balance of payments.

Prerequisite: None

Grade: 12

TOPICS IN HISTORY

1 semester/1 credit

Topics in History provide students with studies of specific historical eras, events or concepts. The development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history.

Topics offered include:

- 15380 Twilight Zone
- 15381 20th Century Conflict
- 15382 American Civil War
- 15383 **History through Movies I (U.S.)**
- 15384 **Holocaust**
- 15385 Middle Ages
- 15386 Revolutions (American, French, Russian)
- 15387 **Vietnam**
- 15388 **History thru Movies II (World)**
- 15389 **The 60's**

Prerequisite: None

Grades: 9-12

1538A APPLIED TOPICS IN HISTORY

1 semester/2 units

Applied Topics in History provides students the opportunity to study specific historical eras, events, or concepts. Application of knowledge and development of historical research skills using primary and secondary sources is included. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth-century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.

Counts as a Social Studies Requirement or Elective for the Certificate of Completion

TOPICS IN SOCIAL SCIENCE

1 semester/1 credit

Topics in Social Science provide students with an opportunity for the in-depth study of a specific topic, theme, or concept in one of the social science disciplines. Such a course should focus upon a discipline such as anthropology, archeology, economics, geography, political science, psychology, or sociology. It is also possible that a topic could focus on more than one discipline. In any case, courses taught under this title should emphasize scientific methods of inquiry and help students to develop effective research and thinking skills.

Topics offered include:

- 15501 Archeology
- 15502 World Religions
- 15503 Stock Market

Prerequisite: None

Grades: 10-12

1500 AFRICAN STUDIES

1 semester/1 credit

African Studies helps students understand and appreciate the diverse peoples, cultures, and economic systems of the African continent. This course examines: (1) the early kingdoms and cities of Africa, (2) early trade routes with Europe and the East, (3) the influence of African culture in the Americas, (4) the colonization of Africa by European countries, (5) African influence in the United States, (6) the establishment of independent nations in Africa, and (7) contemporary traditions, literature, art and other cultural aspects.

Prerequisite: None

Grades: 9-12

1534 SOCIOLOGY

1 semester/1 credit

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 will describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students will 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 will also analyze the role of individuals in the community and social problems in today's world.

Prerequisite: None

Grades: 10-12