

# North Miami High School

## Warriors

*Course Selection*

*And*

*Graduation*

*Requirements*



**2023-2024**

(ODD year)

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### MEETING GRADUATION REQUIREMENTS

It is the responsibility of each student to plan with his or her parents and counselor for graduation. Seeing that all required courses and total credits are in order is the responsibility of each student. Counselors will keep track of each student's credits, but the ultimate responsibility to meet graduation requirements lies with the student.

### SEVENTH SEMESTER GRADUATION

During scheduling for their senior year, juniors who are interested in graduating after seven semesters will be asked to complete an "**Early Graduation**" application. Seventh semester graduates will graduate in December of their senior year, but will not receive their diploma until the end of the regular school year. A letter stating that the student has graduated will be issued at the student's request. Any student who has not met all graduation requirements by the end of the seventh semester may have to attend full-time during the eighth semester. Students must also be in compliance with the attendance policy.



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

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

\* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities. \*\*SAT scores updated September, 2017

\*\*\*WorkKeys assessment titles updated, 2018

**CORE40** with Academic Honors (minimum 47 credits)

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits  
(6 credits in one language or 4 credits each in two languages).  
Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    - 1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
    - 2. 2 credits in AP courses and corresponding AP exams,
    - 3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a composite score of 1250 or higher on the SAT and a minimum of  
560 on math and 590 on the evidence based reading and writing section. \*\*
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

**CORE40** with Technical Honors (minimum 47 credits)

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

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

## Indiana Certificate of Completion

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs of each student stated in the student's Individual Education Plan (IEP).

Minimum total 40 credits/applied units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned and special education courses in which non-credit applied units are earned.

|                       |   |
|-----------------------|---|
| English/Language Arts | 8 credits/applied units   |
|                       | Including a balance of literature, composition, vocabulary, speech/communication  |
| Mathematics           | 8 credits/applied units   |
|                       | Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance  |
| Science               | 4 credits/applied units   |
|                       | Including a balance of physical, earth/nature, life, engineering and technology   |
| Social Studies        | 4 credits/applied units   |
|                       | Including a balance of history, civics and government, geography, economics   |
| Health & Wellness     | 3 credits/applied units   |
|                       | Physical education, health, wellness  |
| Employability Skills  | 8 credits/applied units   |
|                       | Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, intro to post-secondary options |
|                       | Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy.           |
| Electives             | 5 credits/applied units   |

## Certificate of Completion Capstone

**Students earning a certificate of completion complete at least one of the following (aligned with transition goals):**

1. **Career Credential:** Complete an industry-recognized certification, one-year certificate or state-approved alternative
2. **Career Experience:** Complete project- or work-based learning experience or part time employment
3. **Work Ethic Certificate:** Earn a Work Ethic Certificate (criteria to be locally determined)
4. **Other Work Related Activities:** As determined by the case conference committee

Assumptions:

- 1) High Expectations for all students is a shared responsibility.
- 2) General Education courses are accessed whenever appropriate to fulfill the Certificate of Completion course of study.
- 3) Students' IEP goals are aligned with grade level content standards that drive curriculum and instruction.
- 4) Communication skills, reading skills, and problem solving skills are integrated into all courses.
- 5) Courses can be repeated with new goals if appropriate; more than four years may be needed for completion.
- 6) All courses are driven by the Transition IEP and individual goals of each student.

***“Any class can be labeled “applied” for non-diploma track students to work towards the Certificate of Completion.”***

# NCAA Eligibility Requirements

## Who Needs to Worry About NCAA College Eligibility?

Potential student-athletes who are planning to participate in NCAA collegiate sports after high school.

Athletes that are looking to participate in NCAA Division I athletics.

Athletes that are looking to participate in NCAA division II athletics.

## What You Need to Become Eligible

NCAA Eligibility Rules State that student-athletes will need to meet athletic and academic requirements for the division they wish to compete in/ Requirements will include:

- Meeting core course requirements specific to NCAA division I or division II.
- Meeting grade-point averages on a sliding scale when compared to ACT and SAT test scores for NCAA division I or meeting grade and test requirements for division II.
- Completion of Amateurism certificate.

## What are the Core Course Requirements with the NCAA?

NCAA colleges require prospective student-athletes to complete and pass what they have titled “core courses” in order to be eligible to compete at the NCAA division I and division II college level. In addition to completing required core courses, potential recruits will also have to maintain at least a 2.0 GPA for course courses (which is subject to increase with new NCAA requirements)

## When to Begin Focusing on NCAA Eligibility?

Student-athletes will need to begin thinking about their athletic future when they begin ninth grade. This is when student-athletes can meet with their academic counselors to ensure that they are taking the correct college-prep courses. NCAA division I and division II levels require that students pass all required core courses. If you are not sure of where you would like to attend college, but know that you would like to participate in sports than hold off on registering with the NCAA eligibility center until you are sure.

## ADVANCED COURSES

# = Dual Credit Course      \* = Weighted Course

| HIGH SCHOOL COURSE           | COLLEGE COURSE  | NUMBER    | INSTITUTION NAME   |
|------------------------------|---|-----------|--------------------|
| #*Advanced Speech & Comm.    | Public Speaking   | S121      | Indiana University |
| #*Advance Composition        | Reading, Writing & Inquiry                                      | W131      | Indiana University |
| #Calculus AB                 | Calculus AB   | M 211     | Indiana University |
| #*Pre-Calculus               | College Algebra   | M 136     | Ivy Tech           |
| #*Trigonometry               | Trig. with Analytic Geometry                                    | M 137     | Ivy Tech           |
| #Quantitative Reasoning      | Quantitative Reasoning  | M 123     | Ivy Tech           |
| #Principles of Agriculture   | Intro to Agriculture  | AGRI 100  | Ivy Tech           |
| #Agribusiness Management     | Agribusiness & Farm Management                                  | AGRI 102  | Ivy Tech           |
| #Animal Science              | Animal Science  | AGRI 103  | Ivy Tech           |
| #Food Science                | Food Science  | AGRI 104  | Ivy Tech           |
| #Ag Power (odd years)        | Agricultural Mechanization                                      | AGRI 106  | Ivy Tech           |
| #Ag Structure (even years)   | Agricultural Mechanization                                      | AGRI 106  | Ivy Tech           |
| #Natural Resource Management | Natural Resource Management                                     | AGRI 115  | Ivy Tech           |
| #Horticulture Science        | Survey of Horticulture  | AGRI 116  | Ivy Tech           |
| #Landscape & Turf Management | Landscape Design I  | AGRI 164  | Ivy Tech           |
| #Spanish III                 | Spanish Level I & Level II                                      | S101/S102 | Ivy Tech           |
| #*Spanish IV                 | Spanish Level III & Level IV                                    | S201/S202 | Ivy Tech           |
| *AP Chemistry                | <i>College credit based on AP Test results at end of course</i> |           |                    |
| *AP Statistics               | <i>College credit based on AP Test results at end of course</i> |           |                    |
| *AP English Lang & Comp      | <i>College credit based on AP Test results at end of course</i> |           |                    |
| *Calculus BC                 |   |           |                    |

### Online Course Grade Scale:

Students who sign up to take an online course will have 2 weeks after the semester starts to enroll/withdraw from course(s). After the enroll/withdrawn period, students will be **required to complete the course by the end of the semester**. Grades will be determined according to the student's current performance percentage in the online platform. If a student is behind, however, they will lose ten percentage points for each week they are behind. For example, if a student has an 85% in his/her online class but is two weeks behind, the official grade would be 65%. These guidelines will provide consistency in utilizing the Online Course. Administration reserves the right to make adjustments as warranted by extenuating circumstances.

## North Miami High School Grading Scale

|    |       |             |
|----|-------|-------------|
| A+ | 4.000 | 100%        |
| A  | 4.000 | 94-99%      |
| A- | 3.667 | 90-93%      |
| B+ | 3.300 | 87-89%      |
| B  | 3.000 | 84-86%      |
| B- | 2.667 | 80-83%      |
| C+ | 2.300 | 77-79%      |
| C  | 2.000 | 74-76%      |
| C- | 1.667 | 70-73%      |
| D+ | 1.300 | 67-69%      |
| D  | 1.000 | 64-66%      |
| D- | 0.667 | 60-63%      |
| F  | 0.300 | 59% & Under |

**Weighted Courses will add 1 point to students' GPA.**

## GRADUATION PATHWAYS

| Graduation Requirements  | Graduation Pathway Options  |
|--|---|
| <b>1) High School Diploma</b><br>(Students must complete the course requirements of one of the following.)             | <ul style="list-style-type: none"> <li>• Core 40 designation;</li> <li>• Academic Honors designation;</li> <li>• Technical Honors designation;</li> <li>• General designation.</li> </ul>   |
| <b>2) Learn and Demonstrate Employability Skills</b><br>(Students must complete <u>at least one</u> of the following.) | Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: <ul style="list-style-type: none"> <li>• <b>Project-Based Learning Experience;</b> OR</li> <li>• <b>Service-Based Learning Experience;</b> OR</li> <li>• <b>Work-Based Learning Experience.</b></li> </ul>  |
| <b>3) Postsecondary-Ready Competencies</b><br>(Students must complete <u>at least one</u> of the following.)           | <ul style="list-style-type: none"> <li>• <b>Honors Designation:</b> Fulfill all requirements of either the Academic or Technical Honors designation; OR</li> <li>• <b>ACT:</b> College-ready benchmarks; OR</li> <li>• <b>SAT:</b> College-ready benchmarks; OR</li> <li>• <b>ASVAB:</b> Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR</li> <li>• <b>State- and Industry-recognized Credential or Certification;</b> OR</li> <li>• <b>Federally-recognized Apprenticeship;</b> OR</li> <li>• <b>Career-Technical Education Concentrator:</b> Must earn a <u>C average</u> or higher in at least 6 high school credits in a career sequence; OR</li> <li>• <b>AP/IB/Dual Credit/Cambridge International courses or CLEP Exams:</b> Must earn a <u>C average</u> or higher in at least three courses; OR</li> <li>• <b>Locally Created Pathway</b> that meets the framework from and earns the approval of the State Board of Education.</li> </ul> |



# AGRICULTURE

## **5056 Introduction to Agriculture, Food, and Natural Resources (INT AGFNR) (8, 9) 2 SEMESTERS 2 CREDITS**

Introduction to Agriculture, Food and Natural Resources is a two semester course that is highly recommended as a prerequisite to and as a foundation for all other agricultural classes. Through hands on learning activities, students are encouraged to investigate areas of agriculture. Students are introduced to the following areas of agriculture: animal science, plant and soil science, food science, horticultural science, agricultural business management, natural resources, agriculture power, structure, and technology, careers in agriculture, leadership, and supervised agricultural experience. An activity and project based approach is used along with team building to enhance the effectiveness of the student learning activities.

- Recommended Prerequisites: none
- Counts as a Directed Elective or Elective for all diplomas

## **7117 #Principles of Agriculture PRIN AG (9, 10, 11) 2 SEMESTERS 2 CREDITS**

Principles of Agriculture is a two semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding of the role of agriculture in the United States and globally. Students will explore Agriculture, Food, and Natural Resource (AFNR) systems related to the production of food, fiber and fuel and the associated health, safety and environmental management systems. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, and agribusiness. Participation in FFA and Supervised Agricultural Experiences (SAE) will be an integral part of this course in order to develop leadership and career ready skills.

- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Counts as a directed elective or elective credits for all diplomas

## **5180 #Natural Resources (NAT RSS) (10, 11, 12) 2 SEMESTERS 2 CREDITS**

Natural Resources is a two semester course that provides students with a background in environmental science and conservation. Course work includes hands-on learning activities that encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, minerals, interrelationships between humans and natural systems, wetlands, wildlife, safety, careers, leadership, and supervised agricultural experience programs

- Recommended Prerequisites: Principles of Agriculture
- **Fulfills a science course requirement for all diplomas**
- Counts as a Directed Elective or Elective for all diplomas

## **5008 #Animal Science (ANML SCI)(10, 11, 12) 2 SEMESTERS 2 CREDITS**

Animal Science is a two-semester program that provides students with an overview of the animal agriculture industry. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study may be applied to both large and small animals. Topics to be covered in the course include: history and trends in animal agriculture, laws and practices relating to animal agriculture, comparative anatomy and physiology of animals, biosecurity threats and interventions relating to animal and human safety, nutrition, reproduction, careers, leadership, and supervised agricultural experiences relating to animal agriculture.

- Recommended Prerequisites: Principles of Agriculture
- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills a physical science requirement for General Diploma
- **Fulfills a science course requirement for all diplomas**

## **5102 #Food Science (FOOD SCI)(10, 11, 12) 2 SEMESTERS 2 CREDITS**

Food Science is a two semester course that provides students with an overview of food science and the role it plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized in this course, along with laboratory, team building, and problem solving activities to enhance student learning. Students are introduced to the following areas of horticulture science: food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry.

- Recommended Prerequisites: Principles of Agriculture
- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills a Life Science or Physical Science requirement for the General Diploma

**5088 #Agriculture Power, Structure, and Technology (AG POW)(10, 11, 12) 2 Semesters 2 Credits**

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

- Required Prerequisites: Principles of Agriculture\*
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Counts as a directed elective or elective for all diplomas
- \*Principles course is not required until 2024-25 school year because this course is included in Perkins V pathways.

**SMALL ENGINES (ODD YEAR) FALL SEMESTER (10, 11, 12) 1ST SEMESTER 1 CREDIT**

This class is created for students interested in the practical repair of small gasoline engines. Students will receive instruction on how basic engines operate, carburation, ignition systems, lubrication, and cooling. Students will receive ample shop and lab time to apply what was learned in the classroom.

This class provides a mixture of lecture and discussion with practical repair, tune-up, and overhaul of small gasoline engines. Students are encouraged to provide a small, single cylinder Briggs & Stratton engine for tear-down and repair before the completion of the semester.

**AG MACHINERY REPAIR (ODD YEAR) SPRING SEMESTER (10, 11, 12) 2ND SEMESTER 1 CREDIT**

This class is designed for students interested in a career involving agricultural mechanics and technology. This semester course will introduce emerging technology, offer the skills necessary to assemble agricultural machinery, read and interpret parts and instruction manuals, set up maintenance schedules for equipment, and prepare equipment for repair or restoration including oxy-acetylene, ARC, and MIG welding equipment.

This class is practical in nature and students are expected to work on the assembly, repair, and restoration of agricultural equipment. Students are encouraged to provide individual projects when possible.

**7112 #Agriculture Structures Fabrication and Design AG ST FAB DES (10, 11, 12) 2 SEMESTERS 2 CREDITS**

Agricultural Structures Fabrication and Design is a two-semester course that focuses on metal work, and agricultural structures. This course will allow students to develop skills in welding and metalworking, construction, fabrication, machine components and design while incorporating the engineering design process. Students will also cover safety topics for each area while demonstrating appropriate health and safety standards.

- Required Prerequisites: Principles of Agriculture\*
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Counts as a Quantitative Reasoning Course
- Counts as a directed elective or elective credits for all diplomas
- \*Principles course is not required until 24-25 school year because this course is included in Perkins V pathways.

**AGRICULTURE CONSTRUCTION (EVEN YEAR) (10, 11, 12) 1ST SEMESTER 1 CREDIT**

This class is designed for students interested in learning basic construction skills common to agricultural structures and projects. Skills taught include the construction of wood framed buildings, basic electrical wiring, concrete, basic plumbing, calculating a bill of materials, and reading basic blueprints.

This class is practical in nature and will be lab and shop based. Students are encouraged to provide individual projects when possible.

**WELDING (EVEN YEAR) (10, 11, 12) 2ND SEMESTER 1 CREDIT**

This class is for students that want to develop welding and metal fabrication skills. Students will receive instruction in oxy-acetylene cutting, ARC welding, MIG welding, and Plasma cutting. Students will also receive instruction in welding safety, electrode care, use and selection of electrodes, and metal preparation.

The course is shop and lab oriented with emphasis and evaluation on skill and development and improvement. An individual metal fabrication project is encouraged.

**5132 #Horticultural Science (HORT SCI)(10, 11, 12)**

2 SEMESTERS 2 CREDITS

Horticulture Science is a two semester course that provides students with a background in the field of horticulture. Coursework includes hands-on activities that encourage students to investigate areas of horticulture as it relates to the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Students are introduced to the following areas of horticulture science: reproduction and propagation of plants, plant growth, growth-media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest greenhouse management, floral design, and pest management. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

- Recommended Prerequisites: Principles of Agriculture
- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills a Life Science or Physical Science requirement for the General Diploma

**7115 #Landscape and Turf Management I (LAND MGMT I)(10, 11, 12)**

2 SEMESTERS 2 CREDITS

Landscape Management is a two semester course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

- Recommended Prerequisites: Principles of Agriculture
- Counts as an Elective or Directed Elective for all diplomas.

**5170 Plant and Soil Science (PLT SL SCI) (10, 11, 12)**

2 SEMESTERS 2 CREDITS

Plant and Soil Science is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory and field work. Coursework includes hands-on learning activities 81 Indiana Department of Education High School Course Titles and Descriptions that encourage students to investigate areas of plant and soil science. Students are introduced to the following areas of plant and soil science: plant growth, reproduction and propagation, photosynthesis and respiration, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, soil tillage, and conservation

- Recommended Prerequisites: Principles of Agriculture
- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills a science course requirement for all diplomas.
- Fulfills a Life Science or Physical Science requirement for the General Diploma only

**6150 Agriculture: Special Topics (AG ST)(11, 12)**

2 SEMESTERS 2 CREDITS

Agriculture: Special Topics is an extended learning experience designed to address the advancement and specialization of careers within the career cluster through the provision of a specialized course for a specific workforce need in the school's region. The learning experience is at a qualified site, and is designed to give the student the opportunity to learn and practice technical skills; while working under the direction of the appropriately licensed professional. Throughout the course, students will focus on learning about employment opportunities and obtaining the knowledge, skills and attitudes essential for success in specific occupations. Course standards and curriculum must be tailored to the specific profession, preparing students to advance in this career field, and where applicable, provide students with opportunities for certification or dual credit. Participation in a related CTSO encourages the development of leadership, communication and career related skills, and opportunities for community service.

- Recommended Prerequisites: Principles of Agriculture
- Counts as a Directed Elective or Elective for all diplomas
- This course code may be used for a Joint Program of CTE when the related training is being delivered by an employer and/or an eligible third party training provider and an aligned course is not on the dual credit crosswalk.

**7238 #Agribusiness Management Capstone (AG BUS MGMT)(11, 12)**

2 SEMESTERS 2 CREDITS

Agribusiness Management Capstone is a two semester course that introduces students to the principles of business organization and management from a local and global perspective, with the utilization of technology. The course will help students build a strong knowledge base for the agribusiness industry as they study agribusiness types, communications, agricultural law, leadership, and teamwork, ethics, and agricultural economics. Additionally, students will understand the role of selling in the agricultural economy, stressing the points and terminology necessary in today's agriculture. Students will demonstrate principles and techniques for planning, development, application and management of agribusiness systems through project-based learning and a supervised agricultural experience (work-based learning) programs.

- Required Prerequisites: Any Agriculture Concentrator Sequence course.
- Recommended Prerequisites: Principles of Agriculture
- Counts as an Elective or Directed Elective for all diplomas.

● **Qualifies as a quantitative reasoning course**

**5228 Supervised Agricultural Experience (SAE) (10, 11, 12)**

DURING SUMMER SESSION

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

- Recommended Prerequisites: Principles of Agriculture
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum
- Curriculum content and standards-based plan for learning should not be duplicated when this course is taken for multiple semesters.

## ENGLISH/LANGUAGE ARTS

**1002 English 9 or Advanced English 9 (ENG 9) (9)**

2 SEMESTERS 2 CREDITS

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

- Fulfills an English/Language Arts requirement for all diplomas

**1004 English 10 or Advanced English 10 (ENG 10)(10)**

2 SEMESTERS 2 CREDITS

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

- Recommended Prerequisites: English 9 or teacher recommendation
- Fulfills an English/Language Arts requirement for all diplomas

**1006 English 11 (ENG 11) (11)**

2 SEMESTERS 2

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

- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Fulfills an English/Language Arts requirement for all diplomas

**1008 English 12 (ENG 12) (12)**

2 SEMESTERS 2 CREDITS

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

- Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Fulfills an English/Language Arts requirement for all diplomas

**1056 \*AP English Language and Composition (LNG/COMP AP)(11)**

2 SEMESTERS 2 CREDITS

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

- Recommended Prerequisites: English 9 and English 10 or teacher recommendation; Students should be able to read and comprehend college-level texts and apply the conventions of standard written English in their writing.
- Fulfills an English/Language Arts requirement for grades 11 or 12 for all diplomas

**1078 \*\*Advanced Speech and Communication (ADV SPEECH) (11, 12)**

1 SEMESTER 1 CREDIT

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

- Recommended Prerequisites: Speech or teacher recommendation
- Fulfills an English/Language Arts requirement for all diploma

**1034 Film Literature (FILM LIT) (11, 12)**

1 SEMESTER 1 CREDIT

Film Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum

- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Fulfills an English/Language Arts requirement for all diplomas

**1028 Dramatic Literature (DRAMA LIT) (11, 12)**

1 or 2 SEMESTERS 1 OR 2 CREDITS

Dramatic Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of plays and literary art as different from other literary genres. Students view live, televised, or filmed productions and stage scenes from plays or scripts. Students examine tragedies, comedies, melodramas, musicals or operas created by important playwrights and screenwriters representing the literary movements in dramatic literature. Students analyze how live performance alters interpretation from text and how developments in acting and production have altered the way we interpret plays or scripts. Students analyze the relationship between the development of dramatic literature as entertainment and as a reflection of or influence on the culture. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Fulfills an English/Language Arts requirement for all diplomas

**1052 World Literature (WORLD LIT) (11, 12)**

1 or 2 SEMESTERS 1 OR 2 CREDITS

World Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of ancient and modern representative works by major authors from six continents: Africa, Asia, Australia, Europe, North America, and South America. Students examine a wide variety of literary genres and themes. Students analyze how the ideas and concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors. This course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum

- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Fulfills an English/Language Arts requirement for all diplomas

**1098 #Advanced Composition (3 cr.) (12)**

1 SEMESTER 1 CREDIT

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

- Recommended Prerequisites: English 9, English 10, Composition, or teacher recommendation
- Fulfills an English/Language Arts requirement for all diplomas

## FAMILY AND CONSUMER SCIENCE

### **5394 Preparing for College and Careers (PREP CC) (8)**

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.

- Only 1 credit may count toward CTE Concentrator Status for Perkins IV Pathways
- Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses.
- Counts as a Directed Elective or Elective for all diplomas

### **5342 Nutrition and Wellness (NTRN WLNS) (9, 10, 11, 12)**

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. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied. This course is the first in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

- Counts as a directed elective or elective for all diplomas
- Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses

### **5340 Advanced Nutrition and Wellness (ADV NTRN WEL) (9, 10, 11, 12)**

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

- Counts as a directed elective or elective for all diplomas
- Must receive at least a C- in Nutrition and Wellness

### **5340 Advanced Nutrition and Wellness II (Foreign Foods) (ADV NTRN WEL) (10, 11, 12)**

1 SEMESTER 1 CREDIT

Expanding on Advanced Nutrition and Wellness I, Advanced Nutrition and Wellness II is the study of other cultures foods, customs, etc. The class is divided into groups and each group chooses a country to research and gives a presentation to the class. Along with this presentation, there is also a meal prepared with foods native to their country and a creative project that involves the whole class. Learning about other countries, new preparation techniques and tasting foods new to you are the main focus in this course.

- Counts as a directed elective or elective for all diplomas
- Must receive at least a C- in Nutrition and Wellness

**5362 Child Development (CHLD DEV) (9, 10, 11, 12)**

1 SEMESTER 1 CREDIT

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

- Counts as a directed elective or elective for all diplomas

**5360 Advanced Child Development (ADVCHLDDEV) (9, 10, 11, 12)**

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 ages four through age eight (grade three). 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, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied.

- Counts as a directed elective or elective for all diplomas

**5366 Human Development and Wellness (HUMAN DEV) (9, 10, 11, 12)**

1 SEMESTER 1 CREDIT Human

Development and Wellness is valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. Authentic applications through service learning are encouraged.

- Counts as a directed elective or elective for all diplomas
- Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses.

**5380 Introduction to Fashion & Textiles (FSHNTX) (9, 10, 11, 12)**

1 SEMESTER 1 CREDIT

Introduction to Fashion and Textiles is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design, aesthetics, criticism, history and production; selection, production, alteration, repair, and maintenance of apparel and textile products; product research, development, and testing; and application of technical tools and equipment utilized in the industry. Direct, concrete mathematics proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

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



**5350 Introduction to Housing and Interior Design (INT HSINT DES) (9, 10, 11, 12)**

1 SEMESTER 1 CREDIT

Introduction to Housing and Interior Design is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available. Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts including aesthetics, criticism, history and production, are addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach will be utilized requiring higher order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries

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

## FINE ARTS –ART

**4000 Introduction to Two-Dimensional Art (L) (2D ART) (9, 10, 11, 12)**

1 SEMESTER 1 CREDIT

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

- Recommended Prerequisites: none
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

**4004 Advanced Two-Dimensional Art (L) (ADV 2D ART) (9, 10, 11, 12)**

1 SEMESTER 1 CREDIT

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

- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

**4002 Introduction to Three-Dimensional Art (L) (3D ART) (9, 10, 11, 12)**

1 SEMESTER 1 CREDIT

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

- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Counts as a directed elective or elective for all diplomas
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
- Laboratory course

**4006 Advanced Three-Dimensional Art (L) (ADV 3D ART) (9, 10, 11, 12)**

1 SEMESTER 1 CREDIT

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

- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Counts as a directed elective or elective for all diplomas
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
- Laboratory Course

**4060 Drawing (L) (DRAWING) (10, 11, 12)**

1 SEMESTER 1 CREDIT

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

- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
- Laboratory Course

**4024 Art History (ART HIST) (9, 10, 11, 12)**

1 SEMESTERS 1 CREDIT

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

- Recommended Prerequisites: none
- Counts as a directed elective or elective for all diplomas
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**

**4046 Fiber Arts (L) (FBR ARTS) (10, 11, 12)**

1 SEMESTER 1 CREDIT

Fiber Arts is a course based on the Indiana Academic Standards for Visual Art. Students in fiber arts engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create fiber art works utilizing processes such as loom and off-loom construction, dyeing, coiling, and stitchery. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers

- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
- Laboratory Course

**4064 Painting (L) (PAINTING) (10, 11, 12)**

1 SEMESTER 1 CREDIT

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

- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
- Laboratory course

**4062 Photography (L) (PHOTOGRPH) (9, 10, 11, 12)**

1 SEMESTER 1 CREDIT

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and darkroom processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
- Laboratory course

**1086 Student Media (STDNT MEDIA) (9, 10, 11, 12)**

1 or 2 SEMESTERS 1 or 2 CREDITS

Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of Journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers, yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields

- Recommended Prerequisites: Journalism, Digital Media, or teacher recommendation
- The nature of this course allows for successive semesters of instruction at an advanced level or in different media types where defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- **Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.**
- NOTE: This is the designated School Media course, including newspaper and yearbook.

## FINE ARTS – MUSIC

**4188 Advanced Chorus (L) (ADV CHOR) (9, 10, 11, 12)**

2 SEMESTERS 2 CREDITS

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

- Recommended Prerequisites: Beginning and Intermediate
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
- Laboratory course

**4170 Advanced Concert Band (L) (ADV BAND) (9, 10, 11, 12)**

2 SEMESTERS 2 CREDITS

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

- Recommended Prerequisites: Beginning and Intermediate Concert Band
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
- Laboratory course

**4202 Electronic Music (L) (ELEC MUS) (9, 10, 11, 12)**

1 SEMESTER 1 CREDIT

Electronic Music is based on the Indiana Academic Standards for High School Music Technology. Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music.

- Recommended Prerequisites: none
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**
- Laboratory course

## **INDUSTRIAL TECHNOLOGY EDUCATION ENGINEERING/TECHNOLOGY**

**4794 Introduction to Design Processes INT DES PRO (9, 10, 11, 12)**

1 or 2 SEMESTERS 1 OR 2 CREDITS

Introduction to Design Processes is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, testing, communicating, and presenting post-evaluation of products. Students use the design process to analyze research, develop ideas, and produce products solutions. This process gives a framework through which they design, manufacture, test, and present their ideas. Students will demonstrate and utilize design principles and elements for visual presentation. Designing aspects will also cover aesthetics, ergonomics, the environment, safety, and production. The design process is a core learning tool for many courses enabling the student to solve problems in a systematic, logical and creative manner. Students develop a good understanding of the way the process helps them think creatively and develop aesthetic ideas. The design process encourages the students to engage in higher level thinking to create solutions for many types of problems.

- Recommended Prerequisites: none
- Counts as a directed elective or elective for all diplomas

**4796 Introduction to Advanced Manufacturing and Logistics (INT ADV MFTG) (10, 11,12)(Woods1)**

1or 2 SEMESTERS 1 or 2 CREDITS

Introduction to Advanced Manufacturing and Logistics focuses on manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students investigate the properties of engineered materials. Students study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. After gaining a working knowledge of these materials, students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, MSDS's, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors

- Recommended Prerequisites: none .
- Counts as a directed elective or elective for all diplomas

**4802 Introduction to Engineering Design (PLTW) (INT ENG DES) (9, 10, 11, 12)**

2 SEMESTERS 2 CREDITS

Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students begin with completing structured activities and move to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented. NOTE: This course aligns with the PLTW Introduction to Engineering Design curriculum. Use of the PLTW curriculum may require additional training and membership in the PLTW network.

- Counts as a directed elective or elective for all diplomas

**4803 Introduction to Computer Science (INTO CS) (PLTW Computer Science Essentials) (9, 10, 11, 12)**

2 SEMESTERS 2 CREDITS

With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for students to begin or continue the PLTW Computer experience. Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students will also learn about professional opportunities in computer science and how computing can be an integral part of all careers today.

In CS Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, while learning how to make computers work together to put their design into practice. Students will apply computational thinking practices, build vocabulary, and collaborate just as computing professionals do to create products that address important topics. The following is a list of the units of study in the course.

- Unit 1 Creative Computing: Building with Blocks
  - Unit 2 Computing and Society: Transitions to Text
  - Unit 3 Web Development: Solving with Syntax
  - Unit 4 Computing with a Purpose
- Counts as a directed elective or elective for all diplomas

**7196 Mechanical and Architectural Design (ARCT DES)(10, 11, 12)**

2 SEMESTERS 2 CREDITS

Mechanical and Architectural Design provides students with a basic understanding of creating working drawings related to manufacturing detailing and assembly as well as a survey of Architectural design focused on the creative design of buildings. Topics include fastening devices, thread symbols and nomenclature, surface texture symbols, classes of fits, and the use of parts lists, title blocks and revision blocks. From an Architecture perspective, this course covers problems of site analysis, facilities programming, space planning, conceptual design, proper use of materials, and selection of structure and construction techniques.

- Required Prerequisites: Introduction to Engineering Design
- Counts as a directed elective or elective for all diplomas

**7202 Manufacturing Principles and Design PRIN DES TECH (9, 10, 11, 12)**

2 SEMESTERS 2 CREDITS

Manufacturing Principles and Design will challenge students will use 2D and 3D CAD skills to explore topics related to manufacturing principles and design. Students will gain an understanding of solid modeling and parametric solid modeling and use 3D printers to create industry part prints. Additionally, students will compare manufacturing practices like Lean Manufacturing, design and program CNC processes, and use metrology tools and practices to evaluate an object.

- Required Prerequisites: Introduction to Engineering Design; Mechanical and Architectural Design
- Counts as a directed elective or elective for all diplomas
- Counts as a quantitative reasoning course

## MATHEMATICS

**2520 Algebra I (ALG I) (9, 10, 11, 12)**

2 SEMESTERS 2 CREDITS

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

- Fulfills a Mathematics course requirement for all diplomas
- Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas
- Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

**2522 Algebra II (ALG II) (9, 10, 11, 12)**

2 SEMESTERS 2 CREDITS

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

- Recommended Prerequisites: Algebra I
- Fulfills a Mathematics course requirement for all diplomas
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas

**4512 Business Math (BUS MATH) (10, 11, 12)**

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.

- Required Prerequisites: Algebra I
- 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

**2532 Geometry (GEOM) (9, 10, 11, 12)**

2 SEMESTERS 2 CREDITS

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

- Recommended Prerequisites: Algebra I
- Fulfills a Mathematics course requirement for all diplomas
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**2564 #\*Pre-Calculus: Algebra (PRECAL AL) (10, 11, 12)**

1 SEMESTER 1 CREDIT

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

- Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III
- Fulfills a Mathematics course requirement for all diplomas

**2566 #\*Pre-Calculus: Trigonometry (PRECAL TRIG) (10, 11, 12)**

1 SEMESTER 1 CREDIT

Pre-Calculus: Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, finance, and nearly all other STEM disciplines. Trigonometry consists of six strands: Unit Circle; Triangles; Periodic Functions; Identities; Polar Coordinates and Complex Numbers; and Vectors. Students will advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III
- Fulfills a Mathematics course requirement for all diplomas



**2550 #Quantitative Reasoning (QUANT REAS) (11, 12)**

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.

- Recommended Prerequisites: Algebra II or Integrated Mathematics III or Analytical Algebra II
- Fulfills a Mathematics course requirement for all diplomas

**2562 #Calculus AB (CALC AB AP) (11, 12)**

2 SEMESTERS 2 CREDITS

AP Calculus AB is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in 11 Indiana Department of Education High School Course Titles and Descriptions these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

- Required Prerequisites: Pre-Calculus: Algebra
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course

**2572 \*Calculus BC (CALC BC AP) (11, 12)**

2 SEMESTERS 2 CREDITS

AP Calculus BC is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AP Calculus AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB.

- Required Prerequisites: Pre-Calculus: Algebra
- Recommended Prerequisites: none
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course

**2570 \*AP Statistics (AP STAT) (11, 12)**

2 SEMESTERS 2 CREDITS

AP Statistics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Statistics course is equivalent to a one semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

- Recommended Prerequisites: Algebra II or Integrated Mathematics III
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course

## MULTIDISCIPLINARY

### **0500 Basic Skills Development (BAS SKLS) (9, 10, 11, 12)**

1-8 SEMESTERS 1-8 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.

- Counts as an elective for all diplomas

### **0522 Career Information and Exploration (CARR INFO) (9, 10)**

1 SEMESTER 1 CREDIT

Career Information and Exploration provides students with opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students.

- Recommended Prerequisites: Preparing for College and Careers
- Counts as a directed elective or elective for all diplomas
- The nature of this course allows for successive semesters of instruction provided progressively advanced proficiencies and content standards are utilized.

### **0524 Community Service (Senior Project) (COMM SERV) (11, 12)**

#### **DONE OUTSIDE OF REGULAR SCHOOL DAY! DO NOT PUT THIS ON YOUR SCHEDULE!**

Community service allows students in grades nine through twelve (HEA 1629) 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." For each student who wishes to earn credit for community service or volunteer service under this law, the student, a teacher of the student, or a community or volunteer service organization must submit an application to the high school principal including: 1) name of the community service organization or volunteer service organization the student intends to assist; 2) name, address, and telephone number of the director or supervisor of the community service organization or volunteer service organization and, if different from the director or supervisor, the name, address, and telephone number of the individual assigned by the community or volunteer service organization to supervise the student at the activity site; 3) nature of the community service or volunteer service performed by the student with a certification that the service performed by the student is voluntary; 4) total number of hours the student intends to serve the community service organization or volunteer service organization during the school year; 5) written statement by the director or the supervisor of the community service organization or volunteer service organization certifying that the information included in the application is an accurate reflection of: (a) the student's expectations with regard to the number of hours of service contemplated to be performed; and (b) the community service organization's or the volunteer service organization's need to acquire the student's service; 6) description of: (a) the educational or career exploration benefits the student and the school should expect to gain, including the student learning standards to be achieved, from the student's community or volunteer service participation; and (b) the service and benefit the community service organization or volunteer service organization expects to gain from the student's participation; 7) the description of how the community or volunteer service activity relates to a course in which the student is enrolled or intends to enroll; 8) manner and frequency in which the student and the community or volunteer service activity will be evaluated; 9) the name of the certificated school employee who will be responsible for monitoring and evaluating the student's activity and performance and assigning the student a grade for participation under this section; and 10) any other information required by the principal.

- Counts as a directed elective or elective for all diplomas
- Students must submit an application for this course by November 1

- 0520 Peer Tutoring (PEER TUTR) (10, 11, 12)** 1 TO 2 SEMESTER COURSE, 1 CREDIT PER SEMESTER, 2 CREDITS MAX
- 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 160 Indiana Department of Education 2021-2022 High School Course Titles and Descriptions 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 of 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.
- Counts as an elective for all diplomas

## **PHYSICAL EDUCATION AND HEALTH**

- 3506 Health and Wellness Education (HLTH & WELL) (8, 9, 10, 11, 12)** 1 SEMESTER 1 CREDIT
- Health and Wellness, a course based on Indiana’s Academic Standards for Health and 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
- Fulfills the Health and Wellness requirement for all diploma types

**The Health Education credit may be waived for a student if the students’ program includes the following (3) credits from Family and Consumer Science courses:**

Preparing for College and Careers  
 Human Development and Wellness  
 Nutrition and Wellness

- 3542 Physical Education I (L) (PHYS ED I) (9, 10, 11, 12)** 1 SEMESTER 1 CREDIT
- Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).
- Fulfills part of the Physical Education requirement for all diplomas
  - Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
  - Adapted physical education must be offered, as needed, in the least restrictive environment and must be based upon an individual assessment.
  - As a designated laboratory course, 25% of course time must be spent in activity

**3544 Physical Education II (L) (PHYS ED II) (9, 10, 11, 12)**

1 SEMESTER 1 CREDIT

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

- Fulfills part of the Physical Education requirement for all diplomas
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least-restrictive environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity

**3560 Elective Physical Education (L) (ELECT PE) (9, 10, 11, 12)**

1-8 SEMESTERS 1-8 CREDITS 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. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

- Recommended Prerequisites: Physical Education I and II
- Counts as an elective requirement for all diplomas
- The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized.
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender

## SCIENCE

**3024 Biology I/Advanced Biology I (L) (BIO I) (9, 10)**

2 SEMESTERS 2 CREDITS

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

- Recommended Prerequisites: none
- Fulfills the Biology requirement for all diplomas

**3026 Biology II (L) (BIO II) (10, 11, 12)**

2 SEMESTERS 2 CREDITS

Biology II is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

- Recommended Prerequisites: Biology I – C or Better
- Counts as an Elective for all diplomas
- Fulfills a science course requirement for all diplomas

**3108 Integrated Chemistry-Physics (L) (ICP) (10, 11, 12)**

2 SEMESTERS 2 CREDITS

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

- Recommended Prerequisites: Algebra I
- Counts as an elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a Quantitative Reasoning course

**5276 Anatomy and Physiology (A & P) (11, 12)**

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

- Recommended Prerequisites: Biology (B or better)
- Counts as a directed elective or elective for all diplomas
- Fulfills a Core 40 Science course requirement for all diplomas

**3064 Chemistry I (L) (CHEM I) (10, 11, 12)**

2 SEMESTERS 2 CREDITS

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

- Recommended Prerequisites: Algebra II
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a quantitative reasoning course

**3084 Physics I (L) (PHYS I) (11, 12)**

2 SEMESTERS 2 CREDITS

Physics I is a course focused on the following core topics: one- and two-dimensional motion; uniform circular motion; forces and Newton's Laws; work and energy; linear momentum; torque and angular momentum; simple harmonic oscillating systems; mechanical waves and sound; static electricity; simple circuit analysis. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Prerequisites: Algebra II
- Counts as an elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a Quantitative Reasoning course

**3060 \*AP Chemistry (CHEM AP) (11, 12)**

2 SEMESTERS 2 CREDITS

AP Chemistry is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

- Recommended Prerequisites: Chemistry I, Algebra II
- Counts as a Science Course for all diplomas
- Qualifies as a quantitative reasoning course

## SOCIAL STUDIES

**1548 World History and Civilization (WLD HST/CVL) (9, 10)**

2 SEMESTERS 2 CREDITS

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

- Counts as an elective for all diplomas
- Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas

**1512 Current Problems, Issues, and Events (CPIE) (9, 10, 11, 12)**

1 SEMESTER 1 CREDIT

Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- Course may be repeated for credit if the content of the course changes.
- Counts as an elective for all diplomas; fulfills social studies requirement for General Diploma.

**1542 United States History (US HIST) (11, 12)**

2 SEMESTERS 2 CREDITS

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

- Fulfills the US History requirement for all diplomas

**1514 Economics (ECON) (12)**

1 SEMESTER 1 CREDIT

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

- Counts as an elective for all diplomas
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors
- Qualifies as a quantitative reasoning course
- Fulfills a Social Studies requirement for the General Diploma only

**1540 United States Government (US GOVT) (12)**

1 SEMESTER 1 CREDIT

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

- Fulfills Government requirement for all diplomas
- Students are required to take the naturalization test for citizenship

**1516 Ethnic Studies (ETH STUDIES) (9, 12, 11, 12)**

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.

- Counts as an elective for all diplomas
- Must be offered at least once per school year

**1534 Sociology (SOCIOLOGY) (12)**

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 describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma

**1532 Psychology (PSYCH) (11, 12)**

1 SEMESTER 1 CREDIT

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

- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma

**1518 Indiana Studies (IN STUDIES) (9, 10, 11, 12)**

1 SEMESTER 1 CREDIT

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.

- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma
- Must be offered at least once per school year

**1538 Topics in History (TOP HIST) (11, 12)**

1 SEMESTER 1 CREDIT

Topics in History provides students the opportunity to study specific historical eras, events, or concepts. 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. 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.

- Recommended Prerequisites: United States History or World History and Civilization
- This course may be repeated if the material in the course is different from one semester to the next. Topics in History can address different topics in World History or U.S. History.
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma



## WORLD LANGUAGES

### **2120 Spanish I (SPAN I) (9, 10, 11, 12)**

2 SEMESTERS 2 CREDITS

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

- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

### **2122 Spanish II (SPAN II) (10, 11, 12)**

2 SEMESTERS 2 CREDITS

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

- Required Prerequisite: Spanish I
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

### **2124 #Spanish III (SPAN III) (11, 12)**

2 SEMESTERS 2 CREDITS

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

- Required Prerequisites: Spanish I and II
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

**2126 #\*Spanish IV (SPAN IV) (12)**

2 SEMESTERS 2 CREDITS

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

- Required Prerequisites: Spanish I, II, and III
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

**QUANTITATIVE REASONING COURSES:**

Agribusiness Management Capstone  
Agriculture Structures Fabrication and Design  
Business Math  
Personal Financial Responsibility  
Economics  
Calculus AB  
Calculus BC  
AP Statistics  
Integrated Chemistry-Physics  
Chemistry I  
Physics I  
AP Chemistry  
Manufacturing Principles and Design

**FINE ARTS COURSES:**

Student Media  
Introduction to Housing and Interior Design  
Introduction to Fashion and Textiles  
Introduction to Two-Dimensional Art  
Advanced Two-Dimensional Art  
Introduction to Three-Dimensional Art  
Advanced Three-Dimensional Art  
Drawing  
Fiber Arts  
Painting  
Art History  
Photography  
Advanced Chorus  
Advanced Concert Band  
Electronic Music