## Indiana Core 40 Regular Diploma Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>8 credits</td>
<td>Including a balance literature, composition, and speech</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>6 credits</td>
<td>2 credits: Algebra I&lt;br&gt;2 credits: Geometry&lt;br&gt;2 credits: Algebra II</td>
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<tr>
<td></td>
<td></td>
<td>All students are required to take a math or physics course during their junior or senior year.</td>
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<tr>
<td></td>
<td></td>
<td>Additional credits in Pre-Calculus/Trigonometry, AP Calculus, Discrete Mathematics, Probability and Statistics, or AP Statistics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>6 credits</td>
<td>2 credits: Biology I, 2 credits: Chemistry I, Physics I, or Integrated Chemistry-Physics&lt;br&gt;2 additional credits from Chemistry, Physics, Earth &amp; Space Science, Advanced Biology, Advanced Chemistry, Advanced Physics, or Advanced Environmental Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>6 credits</td>
<td>2 credits: World History &amp; Civilization or Geography &amp; History of the World,&lt;br&gt;2 credits: US History,&lt;br&gt;1 credit: US Government,&lt;br&gt;1 credit: Economics</td>
</tr>
<tr>
<td><strong>PE</strong></td>
<td>2 credits</td>
<td></td>
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<tr>
<td><strong>Health and Wellness</strong></td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td><strong>Directed Electives</strong></td>
<td>5 credits</td>
<td>World Languages&lt;br&gt;Fine Arts&lt;br&gt;Career/Technical</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>9 credits</td>
<td></td>
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<tr>
<td><strong>Eastern Total</strong></td>
<td>43 credits</td>
<td></td>
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**Graduation Requirements starting with the Class of 2012:**
- Complete required classes as listed
- Earn minimum of 43 credits
- Pass the ECA Exams of Algebra 1 and sophomore English

**Additional Requirement starting with the Class of 2016:**
- Students must take a math or quantitative reasoning course each year in high school
Core 40 with Academic Honors Diploma

- Complete all requirements for Core 40 regular diploma
- Earn 2 additional Core 40 math credits
- Earn 2 Core 40 Fine Arts credits
- Earn 6-8 Core 40 world language credits
- Earn a grade of “C” or better in courses that will count toward the diploma
- Have a grade point average of “B” or better
- Complete one of the following:
  - Complete AP courses (4 credits) and corresponding AP exams
  - Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
  - Score a 26 or higher composite on the ACT
  - Complete dual high school/college credit courses from the Core Transfer Library (6 transferable college credits)
  - Complete a combination of AP course (2 credits) and corresponding AP exams and dual high school/college credit course(s) from the Core Transfer Library (3 transferable college credits)

Core 40 with Technical Honors Diploma

- Complete all requirements for Core 40 regular diploma
- Complete a career-technical program (8 or more related credits)
- Earn a grade of “C” or better in courses that will count toward the diploma
- Have a grade point average of a “B” or better
- Complete two of the following, one must be A or B:
  A. Score at or above the following levels on WorkKeys:  Reading for Information – Level 6; Applied Mathematics – Level 6; Locating Information – Level 5
  B. Complete dual high school/college credit courses in a technical area (6 college credits)
  C. Complete a Professional Career Internship course or Cooperative Education course (2 credits)
  D. Complete an industry-based work experience as part of two-year technical education program (minimum 140 hours)
  E. Earn a state-approved, industry-recognized certification
Eastern Greene High School has determined that the Valedictorian and Salutatorian status will be decided at the end of the eighth semester of the senior year. Seniors who have the highest unweighted GPA will be selected for this honor. Starting with the Class of 2013, seniors must have the highest GPA, as well as be an academic honors diploma recipient. Starting with the class of 2015, weighted GPA will be used to determine Valedictorian and Salutatorian status.
Eastern Greene High School has dual credit agreements with Ivy Tech Community College and Indiana University-Bloomington. These agreements allow students to receive high school credit for classes, as well as college credit. All dual credit classes are weighted to increase a student’s weighted GPA.

**Math**
- Calculus AB ACP
- Advanced College Math M118 (Finite Mathematics ACP)
- College Algebra/Trig
- Calculus BC ACP

**English**
- English 4 ACP W131/L202

**Science**
- Human Bio ACP
- Biology 2 ACP
- Chemistry 2 ACP
- Survey of Biotechnology

**World Languages**
- Spanish 4

**Electives**
- Intro to Engineering PLTW
- Principles of Engineering PLTW
- Computer Applications/Computer Applications Advanced
- Desktop Publishing
- Computer Programming
- Computers in Design and Production

**Social Studies**
- US History *
- Government*
- Psychology*
(* = Dual credit agreements are in progress)

**AP Courses**

AP courses are college level courses that require students to take an exam at the end of the semester in order to receive college credit. Students must score a 3, 4, or 5 on the exam in order to receive college credit at most colleges/universities.

- AP English Language
- AP Environmental Science
- AP Physics
- AP Calculus AB
We encourage students and parents to check the “Counselor’s Corner” on the school’s website for updated information from the Guidance Office. Seniors, especially, need to check often for scholarship and post-secondary updates.

1. Courses taken in grades 7 and 8 do not fulfill or apply toward the requirements of graduation, except for 8th grade Algebra 1 and Fundamentals of Agriculture.

In order to receive high school credit for Algebra 1, an 8th grade student must satisfy the following criteria:

a. Earn at least a B- or higher for each semester. (Note: No credit will be given for either Semester unless the student earns a B- or higher both semesters.)

b. Pass the Indiana End-of-Course Assessment for Algebra 1.

If one or both items are not met, then the student will not receive high school credit for Algebra 1, and will retake the course during their freshman year.

2. College preparatory courses should include four years of English, four years of math, four years of science, three years of social studies, and two or more years of foreign languages. Special attention should be given to time and sequence of the foreign language and math requirements. Students planning to attend a four-year college are strongly recommended to enroll in the “Track A” math courses. Students are encouraged to seek help from their counselor in obtaining this information.

3. Students are being scheduled in the spring for both the first and second semesters of the next school year. Careful planning and wise decision-making are necessary, as schedule changes will not be made except in extenuating circumstances.

4. ACP Indiana University courses taken for college credit, as well as other dual credit courses will apply toward high school graduation. If a student signs up for an ACP or AP course, they will not be allowed to drop the course for any reason.

The counselor welcomes the opportunity for students to ask for help with any problems they may be having. Students should feel free to see their counselor when assistance is needed. Most information exchanged between a student and counselor is confidential. There are limits to confidentiality. When a student threatens to hurt himself/herself or someone else or reports sexual and/or physical abuse, then the counselor is under legal obligations to include outside help.

Students who wish to talk with their counselor should sign-up in the Guidance Office during their unscheduled time as well as before or after school.

Parents are encouraged to call the counseling office to express concerns or ask questions.
A balance of reading, writing, listening, speaking, grammar, literature, and media studies are the most important academic functions in every area of learning—not just as subject areas into and of themselves. Reading and Language Arts is not just something we should do primarily to be used to develop a competent and competitive work force, but further, to connect ourselves more fully with others in our society and the world. Teachers, then, create a sense of community within the classroom as they share this knowledge and help students to understand all aspects of Reading and Language Arts, including the ability to think critically, and then act on this knowledge, which empowers both teachers and students to expand beyond the classroom into the larger societal community.

The goal of the study of reading and literature is to provide students with frequent and persistent opportunities to: (1) master and apply essential skills in reading and writing; (2) read widely to build a better understanding of various types of texts, genres, and cultures of our country and those in other parts of the world; (3) read well and acquire new information that would assist in responding to the needs of the workplace and society as a whole; and (4) make reading a lifelong pursuit. Literature courses provide students with opportunities to respond to literature critically, reflectively, and imaginatively, both in writing and speaking, and to develop concepts and strategies for making independent critical evaluations of literature. These types of courses enhance students’ awareness of various cultures and develop a sense of identity. Literature courses emphasize reading for pleasure and expose students to reading materials available in school media centers and public libraries.

The goal of composition is to provide students with frequent and persistent opportunities to master and apply essential skills in writing, using a process that includes: (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) producing a final, corrected product. Strategies for evaluating and responding to the writing of others are also included. In addition to instruction in creating clear, coherent, and organized paragraphs and multi-paragraph essays for a variety of audiences and purposes, the courses teach strategies for collecting and transforming data for use in writing as well as teach criteria to use in the evaluation and revision of various types of writing.

Instruction in grammar, usage, and mechanics is integrated with writing instruction so that students develop a common language for discussion. All writing in its final publication form follows accepted conventions of language, style, mechanics, and format.

The State Board of Education requires eight credits in English for graduation from Indiana High Schools. The rules further specify that the high school English programs should provide a balance of: (1) writing, (2) reading, (3) listening, (4) speaking, (5) grammar, (6) literature, and (7) media studies. Balance may be achieved by integrating each area into English nine (9), ten (10), eleven (11), and twelve (12); or through a balanced selection of English courses from among the categories of Literature, Composition, and Speech; or through a combination of approaches.

All courses should reflect the Indiana English/Language Arts standards. The courses that meet Indiana Core 40 requirements should reflect the Core 40 competencies in addition to the state standards. In order to meet Language Arts requirements for the Academic Honors Diploma (AHD), the eight credits earned must include literature, composition, and speech, and must reflect the courses designated as meeting these requirements. AHD credits may be acquired in either of two ways: (1) all eight credits are from integrated courses, or (2) the total sequence of eight credits includes literature, composition, and speech courses. When offered in combination with other courses to provide a balance of: (1) writing, (2) reading, (3) listening, (4) speaking, (5) grammar, (6) literature, and (7) media services, some courses may meet English credit requirements for graduation. Otherwise, they serve as English elective credits only. A course which primarily emphasizes the completion of: (1) forms, (2) letter writing, (3) grammar studies, (4) worksheets, and (5) skill and drill does not meet English credit graduation requirements.
**Language Arts**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>English 1</th>
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</thead>
<tbody>
<tr>
<td>Semesters</td>
<td>2</td>
</tr>
<tr>
<td>Credits</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades</td>
<td>9th</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
</tbody>
</table>

*English 9*, an integrated English course based on *Indiana’s Academic Standards for English/Language Arts* in Grade 9, is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex course

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**Language Arts**

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<tr>
<th>Course Name</th>
<th>English 2</th>
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<tbody>
<tr>
<td>Semesters</td>
<td>2</td>
</tr>
<tr>
<td>Credits</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades</td>
<td>10th</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>English 1</td>
</tr>
</tbody>
</table>

*English 10*, an integrated English course based on *Indiana’s Academic Standards for English/Language Arts* in Grade 10, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes 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 appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course
English 11, an integrated English course based on Indiana’s Academic Standards for English/Language Arts in Grade 11, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and 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 appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

English Language and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam.

- Fulfills the Junior English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

Prerequisites: Minimum score on PSAT, GSRT, and ECA

*** There will be a summer reading requirement for this course***
Grade 12 continues to refine students’ ability and desire to learn and communicate about language and literature. While students developed judgments informed by keen literary analysis in Grades 9-11, in Grade 12 they practice explaining and defending their readings to others. In addition, the emphasis on different cultural contexts is intensified in a focus on British literature. To negotiate these texts, students learn to identify and communicate about the broad themes, trends, and cultural issues present in British literature. Literature instruction focuses on opportunities to:

- Apply appropriate reading skills and strategies to make and defend judgments about written quality and content of literary works, written and technologically generated material, literary genres, conventions, and story structure;
- Respond critically, reflectively, and imaginatively to the literature of outstanding world writers, become acquainted with cultures of other countries, study themes that relate to mankind and outstanding world writers, and analyze literature as it reflects a divergent point of view in all literary periods; and
- Develop vocabulary through: (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, (5) recognizing analogies, and (6) independent reading.

The *Composition* component of English 12 continues to provide students with opportunities to hone their writing. Writing at this stage has: (1) a clearly identified audience, (2) a well-articulated purpose and thesis, and (3) a structured body that fulfills its stated purpose and supports its thesis in a way accessible to its audience. Writing at this stage is also well informed by careful research and intelligent analysis.

Using technology, students are able to produce polished final documents. Polished writing requires following through with all phases of the writing process (prewriting, drafting, revising, editing, and publishing), at which all students should be proficient. All writing should meet the four criteria outlined above and have been through all stages of the process just described, including persuasive writing, synthesis and analysis of information from a variety of sources, and reflective essays.

Students are also able to complete complex forms, describe procedures, give directions, and use graphic forms to support a thesis. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Students are encouraged to use one of the manuals of style, such as Modern Language Association [MLA], American Psychological Association [APA], or the Chicago Manual of Style [CMS].

*Oral Communication* (speech) continues to emphasize the organization of ideas, awareness of audience, and sensitivity to context in carefully researched and well organized speeches. Student expectations include: (1) presenting facts and arguments effectively; (2) analyzing speeches in terms of socio-cultural values, attitudes, and assumptions; (3) recognizing when another does not understand the message being delivered; (4) utilizing Aristotle’s three modes of proof; (5) utilizing elementary logic such as deductive, inductive, causal, and analogical forms of reasoning; and (6) expressing and defending, with evidence, one’s thesis.
Advanced Composition: ACP W131
Advanced Composition further develops and refines writing skills introduced in other composition courses. This course provides students frequent opportunities to write for different audiences and purposes, using a process that includes: 1) preprinting, 2) drafting, 3) peer sharing, 4) revising, and 5) editing. Techniques of persuasive writing and formal argument are studied, and increased emphasis is placed on language and style. This type of course encourages students to: 1) take risks as writers, 2) choose some of their own topics for writing, and 3) publish their writing in the most appropriate formats available, such as school and local newspapers, contests, and literary magazines. Students will do presentations critiquing their own writing. Students will also read and evaluate literary samples of good writing to enhance their own writing. It is recommended that word processors be used to support writing instructions in this course.

W131 is a course in critical reading, writing, and thinking with sources in which students will experience the varied range of academic writing. Students will master the skills of summary, critique, analysis, synthesis, research, and documentation. Students will also learn to adapt the writing process and apply various organization strategies to match the purpose of the individual assignment. Topics for writing will be developed from reading about and discussing in depth issues under debate in different disciplinary fields and among the general public. Students are asked not only to discuss and write about these issues, but also to examine the different analytical frameworks and assumptions that various authors and we ourselves bring to such conversations. (Students enrolled in W131 can earn 3 hours of credit from Indiana University.)

Genres of Literature: ACP A202
The course in Genres of Literature provides the study of techniques and conventions of various literary genres, such as poetry, drama, novel, short story, biography, journal and diary, and essay. The course explores the relationships between form and meaning, specifically how genre shapes our literary understanding and experience. In class discussion and presentations, as well as in writing assignments, students explore the limitations and special abilities of the different genres, ultimately building an appreciation of how genres enable and constrain the articulation of ideas.

ACP A202 Literary Interpretation emphasizes a close, thoughtful reading of representative literary texts in poetry, drama, fiction, novel (and appropriate nonfiction prose) originally written in English and drawn from a range of historical periods and countries. The course is not a survey of the literature of any country or historical period. A major goal is to develop the ability to read and write with precision, responsibility, and imagination through class discussion and the writing of several short, critical responses. These papers are to be developed entirely from students’ own careful reading and analysis. Close reading of a few selected texts, rather than wide coverage, is encouraged. Students will be expected to use and distinguish among a variety of approaches to literary interpretation, both through the use of literary tropes and various critical frames, as appropriate to each work. (Students enrolled in A202 can earn 3 hours of credit from Indiana University.)
**Code 1042 Novels**

Novels is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors in the past and present or sets of novels in a given time period or across time periods or covering a particular theme.

**Code 1034 Film Literature**

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

**Course Name:** Creative Writing  
**Semesters:** 1  
**Credits:** 1 per semester  
**Grades:** 10th, 11th and 12th  
**Prerequisite:** “C” or better in all previous English classes

**Code 1092 Creative Writing**

Composition, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study and application of the rhetorical (effective) writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. CREATIVE WRITING PROJECT: Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

**Language Arts**

**Course Name:** Journalism, Yearbook  
**Semesters:** 2  
**Credits:** 1 per semester  
**Grades:** 9th through 12th grade  
**Prerequisite:** “C” or better in all previous English classes

This course is designed to encourage students to become effective in gathering information, conducting interviews, writing news, writing creative pieces, and editing.

Yearbook production includes the following responsibilities:
- Selling advertising space
- Developing a theme
- Creating a theme-inspired cover
- Interviewing staff and students
- Using social/people skills with fellow staffers as well as the rest of the school population
- Writing copy, using rules of style
- Designing pages
- Taking pictures
- Proofreading
- Editing
- Being accountable for the quality of the publication

Areas of study will also include advertising (writing ads and commercials), and public relations (learning to sell an idea and promote positive reactions).

This class allows the student opportunities to become comfortable with face-to-face interaction, to develop a concern for accuracy, and to acquire a respect for the publication process. The course also introduces students to topics such as press freedom, censorship, and ethics in journalism. The course requires that the student be organized, responsible, and willing to give additional time when needed. Meeting deadlines is essential. Recommendation by an English teacher is required.
Code 1086 Student Publications

Student Publications, a course based on the High School Journalism Standards and the Student Publications Standards. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and a variety of 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 publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

- Attendance and participation impact grade
- A Core 40 and AHD course
- A one credit course
World Language General Objectives:

1. The students will exhibit a positive attitude toward language learning and different cultures.

2. The students will communicate through listening and speaking in various cultural contexts within the student’s own culture.

3. The students will apply effective strategies in order to comprehend appropriate ready materials in the world language.

4. The students will apply appropriate writing strategies for different purposes and audiences.

5. The students will develop an awareness of the world culture and demonstrate appropriate behavior within that culture.

6. World language courses qualify for Core 40 and Academic Honors diplomas.
Instruction at this level will introduce students to the pronunciation and intonation patterns, the basic grammatical structures and vocabulary while developing basic listening, speaking, reading, and writing skills. Level one students will be able to comprehend the spoken language, write in the language, read glossed materials and communicate orally in the language. Cultural learning will be an integrated part of the class.

Specific Objectives:
1. The student will participate in brief conversations over familiar topics to meet basic needs using simple sentences and asking for slowed speech and repetition if necessary.
2. The students will comprehend the spoken language in the form of directions, commands, questions, structured conversations and simple narrative instructions.
3. The students will read narrative as well as cultural information in the language.
4. The students will write effectively in the language to communicate basic ideas.
5. The students will demonstrate an increasing awareness of cultural differences between our culture and the target language.

Evaluation:
1. The students will identify various countries and cities, describe likes and dislikes, describe family relationships, make introductions and greetings, describe daily activities, make requests, and describe states of being and feelings through various written and oral quizzes and exams.
2. The students will comprehend and respond to directions pertaining to basic daily life and activities through classroom activities.
3. The students will develop reading comprehension skills through guided reading activities as well as authentic material.
4. The students will develop writing skills through daily written exercises and journals in the target language.
5. The students will experience the target culture through readings, realia, and classroom projects, such as cooking, and crafts from the world country.
Instruction at this level will begin with a review of the level one work. The class concentrates on the mastery of syntax, the expansion of vocabulary, and reading and writing skills. Instruction will increase the student's ability to listen and acquire information; read, comprehend and discuss expository materials; expresses themselves with more sophistication in conversations and role-playing situations; write short compositions with accuracy. Culture learning will be integrated in the class.

Specific Objectives:

1. The students will converse more extensively in the language in meaningful conversations to meet basic needs.
2. The students will comprehend the spoken language well enough to acquire and organize information.
3. The students will expand reading comprehension to include short student novels.
4. The students will write short compositions, structured letters and summarize information.
5. The students will demonstrate a broader knowledge of social behavior and values in the target language.

Evaluation:

1. The students will respond appropriately to a social situation which requires a verbal exchange, initiate a conversation, respond to oral commands and give directions and descriptions to others.
2. The students will read level appropriate stories, novels, and other realia.
3. The students will write short compositions pertaining to their lives such as their school day, clothing, personal and business letters, and descriptions of daily life.
4. The students will participate in specific cultural activities including holidays and food preparation.

Novels for Spanish 2: *Don Quixote*
Instruction will provide the students with greater facility in all language skills. The students will express original ideas and expand their vocabulary through basic materials and individual interests. The reading materials will consist of expository prose, cultural materials dealing with history, art, music, literature and the countries speaking the language. The majority of the class will be conducted in the language.

Specific objectives:

1. The students will speak on a variety of topics increasing the amount of communication, the use of compound and complex sentences, the sequencing of time expressions, and the utilization of questions for clarification.
2. The students will comprehend the spoken language well enough to acquire information with retention that permits further use of that information.
3. The students will read with understanding a variety of written styles: expository, prose, poetry, short stories, short novels, history, and popular print media.
4. The students will write summaries, descriptive narratives, formal and informal letters and compositions on learning acquired through listening and reading.
5. The students will demonstrate a broader knowledge of social behavior and values in the target culture.

Evaluation:

1. The students will describe the world countries to a visitor, make special requests from a clerk or waitress, inquire about accommodations at a hotel, dramatize scenes from literature and role-play characters in short fiction, folklore, novels, or poetry.
2. The students will listen to a folklore, fairy tale, passage from a literary work, etc., and write a summary.
3. The students will read from a variety of sources including cultural topics, and write summaries retelling from a different point of view, give personal reactions, and dramatize scenes from literature.
4. The students will experience the target culture through readings, realia, and classroom projects such as cooking and crafts from the world country.

Novels for Spanish 3: *Lazarillo de Tormes, Burlador de Sevilla*
World Languages

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Spanish 4</th>
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</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>12th only</td>
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<tr>
<td>Prerequisite:</td>
<td>“C+” or above average in Spanish 1, 2, and 3 and/or the approval of the Spanish teacher.</td>
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</table>

The two basic goals at this level are:

1. To provide the students with a broad survey of the literature of the country or countries speaking the language through selected readings from major authors and/or
2. To give the student opportunities to study a variety of contemporary topics in newspapers, magazines, and current publications.
3. The students will refine their communication skills via listening, speaking, reading and writing activities.

Specific goals:

1. The students will participate fully in a casual conversation or a detailed discussion improvising when necessary.
2. The students will comprehend the spoken language well enough to enjoy films, radio programs, lectures, etc.
3. The students will read a variety of written styles with understanding, acquire and use new vocabulary on their own, and use the language for research and study.
4. The students will write a variety of narratives and essays, take notes, and write more extensive composition.
5. The students will demonstrate in-depth understandings of geography, history, institutions, art, literature, music, political systems and customs of the areas where the language is spoken.

Evaluation:

1. The students will research and describe a famous historical figure, author, painter, musician or architect, etc. They will dramatize an episode from a short story, novel, or drama and create a fable or fairy tale that teaches a moral.
2. The students will summarize or discuss a point of interest from a film, video-tape, recording or radio broadcast.

Novels for Spanish 4: *Marianela, La Celestina, Don Juan Tenorio, Sangre Y Arena, Bodas de Sangre*

*** This course can be taken for Ivy Tech dual credit***
Instruction at this level will introduce students to the pronunciation and intonation patterns, the basic grammatical structures and vocabulary while developing basic listening, speaking, reading, and writing skills. Level one students will be able to comprehend the spoken language, write in the language, read glossed materials and communicate orally in the language. Cultural learning will be an integrated part of the class.

Specific Objectives:
1. The student will participate in brief conversations over familiar topics to meet basic needs using simple sentences and asking for slowed speech and repetition if necessary.
2. The students will comprehend the spoken language in the form of directions, commands, questions, structured conversations and simple narrative instructions.
3. The students will read narrative as well as cultural information in the language.
4. The students will write effectively in the language to communicate basic ideas.
5. The students will demonstrate an increasing awareness of cultural differences between our culture and the target language.

Evaluation:
1. The students will identify various countries and cities, describe likes and dislikes, describe family relationships, make introductions and greetings, describe daily activities, make requests, and describe states of being and feelings through various written and oral quizzes and exams.
2. The students will comprehend and respond to directions pertaining to basic daily life and activities through classroom activities.
3. The students will develop reading comprehension skills through guided reading activities as well as authentic material.
4. The students will develop writing skills through daily written exercises and journals in the target language.
5. The students will experience the target culture through readings, realia, and classroom projects, such as cooking, and crafts from the world country.
Instruction at this level will begin with a review of the level one work. The class concentrates on the mastery of syntax, the expansion of vocabulary, and reading and writing skills. Instruction will increase the student’s ability to listen and acquire information; read, comprehend and discuss expository materials; expresses themselves with more sophistication in conversations and role-playing situations; write short compositions with accuracy. Culture learning will be integrated in the class.

Specific Objectives:

1. The students will converse more extensively in the language in meaningful conversations to meet basic needs.
2. The students will comprehend the spoken language well enough to acquire and organize information.
3. The students will expand reading comprehension to include short student novels.
4. The students will write short compositions, structured letters and summarize information.
5. The students will demonstrate a broader knowledge of social behavior and values in the target language.

Evaluation:

1. The students will respond appropriately to a social situation which requires a verbal exchange, initiate a conversation, respond to oral commands and give directions and descriptions to others.
2. The students will read level appropriate stories, novels, and other realia.
3. The students will write short compositions pertaining to their lives such as their school day, clothing, personal and business letters, and descriptions of daily life.
4. The students will participate in specific cultural activities including holidays and food preparation.
Instruction will provide the students with greater facility in all language skills. The students will express original ideas and expand their vocabulary through basic materials and individual interests. The reading materials will consist of expository prose, cultural materials dealing with history, art, music, literature and the countries speaking the language. The majority of the class will be conducted in the language.

Specific objectives:

1. The students will speak on a variety of topics increasing the amount of communication, the use of compound and complex sentences, the sequencing of time expressions, and the utilization of questions for clarification.
2. The students will comprehend the spoken language well enough to acquire information with retention that permits further use of that information.
3. The students will read with understanding a variety of written styles: expository, prose, poetry, short stories, short novels, history, and popular print media.
4. The students will write summaries, descriptive narratives, formal and informal letters and compositions on learning acquired through listening and reading.
5. The students will demonstrate a broader knowledge of social behavior and values in the target culture.

Evaluation:

1. The students will describe the world countries to a visitor, make special requests from a clerk or waitress, inquire about accommodations at a hotel, dramatize scenes from literature and role-play characters in short fiction, folklore, novels, or poetry.
2. The students will listen to a folklore, fairy tale, passage from a literary work, etc., and write a summary.
3. The students will read from a variety of sources including cultural topics, and write summaries retelling from a different point of view, give personal reactions, and dramatize scenes from literature.
4. The students will experience the target culture through readings, realia, and classroom projects such as cooking and crafts from the world country.
The three basic goals at this level are:

1. To provide the students with a broad survey of the literature of the country or countries speaking the language through selected readings from major authors.
2. To give the student opportunities to study a variety of contemporary topics in newspapers, magazines, and current publications.
3. The students will refine their communication skills via listening, speaking, reading and writing activities.

Specific goals:

1. The students will participate fully in a casual conversation or a detailed discussion improvising when necessary.
2. The students will comprehend the spoken language well enough to enjoy films, radio programs, lectures, etc.
3. The students will read a variety of written styles with understanding, acquire and use new vocabulary on their own, and use the language for research and study.
4. The students will write a variety of narratives and essays, take notes, and write more extensive composition.
5. The students will demonstrate in-depth understandings of geography, history, institutions, art, literature, music, political systems and customs of the areas where the language is spoken.

Evaluation:

1. The students will research and describe a famous historical figure, author, painter, musician or architect, etc. They will dramatize an episode from a short story, novel, or drama and create a fable or fairy tale that teaches a moral.
2. The students will summarize or discuss a point of interest from a film, video-tape, recording or radio broadcast.
Social Studies focuses on lifelong learning to understand, analyze, react to, and act upon the relationships between people and their environments in time and space. Social Studies provides opportunities that develop knowledge and skills which enable students to grow in: (1) personal and civic responsibility; (2) perspectives that allow students to see themselves as part of a larger human experience; (3) critical understanding of history, geography, economics, political and social institutions, traditions and civic virtues in America and the world; and (4) thinking analytically and applying the concepts learned.

Although there are varied definitions of social studies, the following statement by the National Council for the Social Studies (NCSS) addresses the multidisciplinary nature of this area of the curriculum and highlights the civic purpose and key elements of social studies education: “Social Studies is the integrated study of the social sciences and the humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences.”

The fundamental purpose of social studies is to provide preparation and practice for active, lifelong citizenship. Active citizenship in a democratic society requires the development of skills for thinking, decision-making, and participation. Citizens of all ages make decisions that affect themselves, their families, their communities, the nation, and the world. The goal of social studies education is to help students develop the ability to make well-informed, well-reasoned decisions and to act responsibly. Well-reasoned decision making and responsible actions are based upon the skills of acquiring, evaluating, and using information for the purpose of: (1) identifying alternative courses of action, (2) predicting their possible consequences, and (3) selecting the best alternative.

Minimum graduation requirements for Social Studies include: (1) two credits in United States History, (2) one credit in United States Government, and (3) one additional social studies course related to citizenship. The Indiana Department of Education considers any of the approved social studies courses described in this document to be suitable to meet the requirement for the one additional social studies credit. Individual school corporations may establish local requirements, which exceed these minimums and may designate specific courses, in addition to United States History and United States Government, which meet local requirements.

The Core 40 curriculum requires six credits distributed as follows: (1) two credits of United States History, (2) one credit of United States Government, (3) one credit in the area of economics, (4) one credit in the areas of world history or world geography, and (5) one additional social studies credit. The world history and world geography component may be met by at least one semester of World History or at least one semester of World Geography. More advanced world studies courses, such as African Studies, Asian Studies, International relations, Latin American Studies, or Modern World Civilizations, may also meet the world history and world geography component. Advanced Placement courses will
also satisfy this recommendation. The sixth social studies credit may be chosen from approved social studies courses described in this document.

Six social studies credits are required for the Academic Honors Diploma. Students must take at least two credits of United States History and one credit of United States Government. Students must also take a course emphasizing economics, for at least one credit, and a course which emphasizes geography, for at least one credit, or a course which emphasizes world history, for at least one credit. Selections from a range of approved course titles which emphasize world history or geography are acceptable. Additional Indiana State Board of Education-approved course titles for social studies may be selected to complete the six-credit social studies requirement or to count as electives toward the total for forty (40) credits required for Core 40 and toward the total for forty-seven (47) credits required for the Academic Honors Diploma.
Description: United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States of America. Responsible and effective participation by citizens is stressed. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens and be able to explain how those rights and responsibilities as citizens are part of local, state, and national government in the United States today. Students examine how the United States Constitution protects individual rights and provides the structures and functions for the various levels of government affecting their lives. Students will also analyze how the United States government interacts with other nations and evaluate the United States’ role in world affairs. Students inquire about American government through primary and secondary sources and articulate, evaluate, and defend positions on political issues with sound reasoning and evidence. As a result, students can explain the roles of citizens in the United States and the participation of individuals and groups in government, politics, and civic activities, recognize the need for civic and political engagement of citizens, and exercise rights and responsibilities in order to preserve and improve their civil society and constitutional government.

An honors section of Government will be offered next year that is dual credit with Ivy Tech Community College. Prerequisites have yet to be determined. Interested students are encouraged to sign-up.

Description: Economics is the social studies course that examines the allocation of scarce resources and their alternative uses for satisfying human wants. This course analyzes the reasoning used as consumers, producers, savers, investors, workers, voters, and government agencies make decisions. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of the government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices in all aspects of daily life and demonstrate understanding of the role that supply, demand, prices, and profits play in a market economy. Students will examine the functions of government in a market economy and study market structures, including the organization and role of businesses. Students will understand the role of economic performance, money, stabilization policies, and trade of the United States. The economic way of thinking involves scientific tools and techniques to systematically study the behavior of people, institutions, and societies.
Social Studies

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>US History</th>
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<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>11th or 12th only</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
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</tbody>
</table>

Description: United States History is a two-semester course, which builds upon concepts developed in previous studies of American History. Students in this course are expected to identify and review significant events, persons, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of key events, persons, and groups with political, economic, social, and culture influences on state and national development in the late nineteenth, twentieth, and early twenty-first centuries. Students are expected to trace and analyze chronological periods and examine the relationship of significant themes and concepts in Indiana and United States history. They are expected to develop skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, and research that uses primary and secondary sources found at local and state historic sites, museums, libraries, and archival collections, including electronic sources. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents, which provide diverse perspectives. Investigation of themes and issues includes cultural pluralism and diversity of opinion in American society. Students should exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision-making in the classroom, school, and community setting.

An honors section of US History will be offered next year that is dual credit with Ivy Tech Community College. Prerequisites have yet to be determined. Interested students are encouraged to sign-up.

Social Studies

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>World History &amp; Civilization</th>
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<tbody>
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<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>9th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
</tbody>
</table>

Description: World History is a two-semester course. It emphasizes events and developments in the past that greatly affected large numbers of people across broad areas of the earth and that significantly influenced peoples and places in subsequent eras. Some key events and developments pertain primarily to particular place and people; others, by contrast, involve transcultural interactions and exchanges between various people and places in various parts of the world. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. They are expected to compare and contrast events and developments involving diverse peoples and civilizations in different parts of the world. Students are expected to examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Finally, students are expected to apply content knowledge to the practice of thinking and inquiry skills and processes. There should be continuous and pervasive interactions of processes and content, skills, and substance, in the teaching of history.
Geography and History of the World is designed to enable students to use the geographic “way of looking at the world” to deepen their understanding of major global themes that have manifested themselves over time—for example, the origin and spread of world religions; exploration; conquest and imperialism; urbanization; and innovations and revolutions.

In Geography and History of the World, specific geographic and historical skills and concepts of historical geography are used to explore these global themes primarily, but not exclusively, for the period beginning in 1000 CE. The skills are grouped into five sets, each representing a fundamental step in a comprehensive investigative/inquiry procedure. These are: forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing.

The historical geography concepts used to explore the global themes in Geography and History of the World include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. By using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predications about major global developments. Geography and History of the World is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for employment in the 21st Century.

Description: Sociology provides opportunities for students to study human social behavior from a group perspective. The sociological perspective is a distinct method of studying recurring patterns in people’s attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students will describe the development of sociology as a social science and identify methods and strategies of research. Students examine society, group behavior, and social structures through research methods using scientific inquiry. The influence of culture on group behavior is addressed through areas of content including social institutions such as the family, religion, education, economics, government, community organization, and political and social groups. Students will also explore the impacts of social groups and social institutions on individual and group behavior and examine the changing nature of society. The development of group organizations and interactions, the factors that influence group behavior and social problems, and the impact of cultural change on society are included in the study. Students will analyze a range of social problems in today’s world and examine the role of the individual as a member of the community.
Description: Psychology is the scientific study of mental processes and behavior. The Standards have been divided into six content areas. These areas include: Scientific Methods, Developmental, Cognitive, Personality, Assessment and Mental Health, Socio-cultural and Biological Bases of Behavior. In the Scientific Methods area, research methods and ethical considerations are discussed. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of psychology focus on learning, memory, information processing, and language. Personality, Assessment and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and the influence of the group on the individual. The Biological Bases focuses on the way the brain and nervous system functions, including topics such as sensation, perception, motivation, and emotion.

Class may be offered for dual credit w/ Ivy Tech Community College

African-American History is a one semester course that will focus on the role of African-Americans in the growth and development of the United States. The course will begin with a review of Africa prior to the period of the Atlantic slave trade and follow its people and its culture as they become a part of the story of America. Students will recognize people and issues from previous studies in American history, but will be introduced to a different perspective on the issues, as well as become aware of contributors to the development of this nation they did not previously know. We will also use the course to help understand the current dynamic of race in American culture.
State course code 1550

The Bible in History and Literature

This class will give the students a fundamental understanding of important Biblical contributions to history, law and American community. The course will provide a greater knowledge of Middle-Eastern history, geography, religion and politics. During the course we will gather greater insights into the world view of America’s founding fathers and learn to understand the Biblical influences on their views of human rights. Students will be equipped with a basic understanding of important literacy forms contained in the bible as well as people and symbols often referred to in literature, art, and music.
A well-designed and implemented school health education program can help to prevent health problems and improve an individual’s quality of life and total well-being. Comprehensive health education provides the opportunity to develop skills for daily living and prepares individuals for their future. Efforts must be made to emphasize health as a value in life and to enhance critical thinking, decision-making, problem-solving, and behavioral skills. Quality health education motivates individuals to voluntarily take responsibility in protecting, maintaining, and improving their health and to help provide for the well being of their community.

Health literacy is the goal of health education in Indiana’s schools. Health literacy is defined as the capacity of an individual to obtain, interpret, and understand basic health information and services, and the competence to use such information and services in ways that are beneficial to themselves, their families, and their communities. A comprehensive school health instructional program contains the following elements:

- Acceptance that human health is multidimensional: (1) physical, (2) mental, (3) emotional, and (4) social;
- Inclusion and evaluation of the seven content areas within these dimensions;
- Instruction intended to motivate health maintenance and promote wellness—not merely the prevention of disease or disability;
- A planned, sequential kindergarten through grade twelve (K-12) curriculum based upon students’ needs, current and emerging health concepts, and societal issues;
- Opportunities for all students to develop and demonstrate health related knowledge, attitudes, and practices; and
- Develop critical thinking and decision making competencies related to health and health behavior.

Comprehensive school health education includes instruction in ten health content areas: (1) A healthy foundation; (2) nutrition and physical activity; (3) personal care and body systems; (4) growth and development; (5) drugs; (6) diseases and disorders; (7) safety and environmental health.
High school health education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Proficiency Guide: (1) A healthy foundation; (2) nutrition and physical activity; (3) personal care and body systems; (4) growth and development; (5) drugs; (6) diseases and disorders; (7) safety and environmental health.

Students are provided with opportunities to explore the effect of health behaviors on an individual’s quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.
The Report of the Surgeon General on Physical Activity and Health indicates that Americans can substantially improve their health and quality of life by including moderate amounts of physical activity in their daily lives. However, despite numerous studies linking sedentary lifestyle to health problems such as heart disease, high blood pressure, and obesity, the 1996 Surgeon General’s Report indicates that more than half of American youth ages twelve (12) to twenty-one (21) are not vigorously active on a regular basis and one-fourth report no vigorous physical activity. In addition, participation in all types of physical activity declines strikingly as age or grade in school increases. If students are to meet their full potential, it is essential that they participate in physical education programs that provide scientifically based opportunities to develop skills, knowledge, and attitudes through fundamental movements (locomotor and nonlocomotor), rhythmic, sport, and fitness activities. The overall aim is to help students develop lifelong skills that include regular vigorous exercise and sport and recreational activities. The program should assist individuals in assuming responsibility for their own health and well being through an active lifestyle.

A comprehensive physical education program should progress from introductory movement skills in the primary grades to advanced skills and in-depth study in high school. Programs should be designed to assist students in their physical, mental, emotional, social, and character development. It should be a well-designed, research-based, and effectively implemented co-educational program that includes the use of technology and instructional media.

A daily program of structured physical education experiences for all students in kindergarten (K) through grade twelve (12) is an important part of the educational curriculum. Programs should be taught and evaluated by licensed physical education teachers to ensure optimum learning opportunities. In order to meet the requirements of Title IX, classes must be co-educational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender.

Schools are required to provide an appropriate physical educational program at all grade levels when a student is unable to meet physical education course requirements. Adapted physical education relates specifically to students with special mental, physical, sensory, behavioral, or neurological needs. Adapted physical education should be offered in the least restrictive environment and is based on an individual assessment. Physical education can also be modified for students with sincerely held religious objections to the regular physical education program, as well as for short-term modifications due to illness or a temporary injury. Goals and objectives appropriate to the individual’s needs should be identified and used to evaluate student progress. It is recommended that all individuals responsible for the education of the child (counselor, teacher, administrator, parent, religious official, doctor, and so forth) be involved in the planning process whenever the course is modified or adapted.

A laboratory course (L), as defined in 511 IAC 6.1-1-2, is one in which a minimum of twenty-five percent (25%) of the total instructional time must be devoted to laboratory activities. It further defines laboratory activities as those activities in which the pupil personally utilizes appropriate procedures and
equipment in accomplishing that learning task. All high school physical education courses are identified as laboratory courses.

Preparation for (or competition in) interscholastic competition, marching band, cheerleading, dance, dance troupes and other performing groups may **not** be counted for physical education credit.
**Physical Education**

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Physical Education</th>
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<tbody>
<tr>
<td>Semesters:</td>
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<tr>
<td>Credits:</td>
<td>1 credit per semester</td>
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<tr>
<td>Grades:</td>
<td>9th</td>
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<tr>
<td>Prerequisite:</td>
<td>None</td>
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</tbody>
</table>

Secondary Physical Education emphasizes health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in the following different movement forms: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, and (5) recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

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**Physical Education**

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<tr>
<th>Course Name:</th>
<th>Advanced Physical Education</th>
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<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 credit per semester</td>
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<tr>
<td>Grades:</td>
<td>10th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Physical Education</td>
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</table>

This 1 semester coed class focuses on developing the total athlete. Weight lifting incorporated with agility training, plyometrics and core training enhances an athlete’s ability to accelerate, decelerate and stabilize. This course is designed to increase an athlete’s ability to run faster, jump higher and increase his or her overall strength.
Humans have a natural curiosity about their surroundings. Science education should enhance students’ ability to explore natural phenomena and sustain this innate curiosity by helping them develop skills to investigate and understand local and global environments and the relationships between science, technology, society, and the quality of life.

Citizens of Indiana must be prepared to cope with rapid change. As citizens, they will be called upon to participate in determining public policy questions that will affect the quality of life for all Indiana residents. They will make choices affecting the preservation or reclamation of the environment, decide ethical questions related to new uses and capabilities of science and technology, and choose whether to support initiatives to modernize industry and support fundamental research and development activities. Today’s students will need to live within an evolving economy of continually changing technologies and applications. As individuals, they will need to acquire the skills and understandings necessary for the use of these new technologies. They will also be consumers in this evolving economy, members of family groups, as well as participants in the myriad of increasingly diverse social and cultural groups. These roles require that educational emphasis be placed on those skills, processes, concepts, and attitudes needed for making adjustments to a variety of rapidly changing social contexts.

To meet these challenges, all Indiana students should be provided developmentally sequenced kindergarten (K) through grade twelve (12) learning experiences such that they have the opportunity to:

- Use their natural curiosity and sense of wonder to explore natural phenomena;
- Experience science as a process through frequent hands-on laboratory activities;
- Learn science as a process that produces a changing body of knowledge;
- Understand the key concepts, principles, and themes of science;
- Recognize how science and technology affect individuals, societies, and their environments, and use this information to make responsible decisions;
- Learn of career possibilities in science and science-related fields;
- Develop the foundation required for them to pursue employment and participate in continuing education opportunities in order to advance their general education and enhance their job skills; and
- Use an understanding of science to enhance their personal lives.

The Indiana Academic Standards for Science outline the skills and knowledge base expected of a student for science. These statements of what a student should know and be able to do are based upon Benchmarks for Science Literacy, from Project 2061 of the American Association for the Advancement of Science. These standards are available from the Indiana Department of Education.

The Rules of the State Board of Education require four (4) credits in science for graduation from Indiana high schools. The rules further specify that these four (4) credits shall include content from more than one of the major science discipline categories. Students may meet this requirement by acquiring two credits (taking a year-long course) in more than one of the three major science discipline categories, such as the Life Sciences, the Earth and Space Sciences, and the Physical Sciences. Since all integrated
science courses include content from more than one of these science disciple categories, a student could technically meet the requirement by acquiring one or two credits in an integrated science course and the remainder of the four credits from a single discipline category. Such a combination of credits is not recommended; however, because the course work does not generally provide as good of a balance of science knowledge and will most likely have built-in content redundancy.

The science requirement of Core 40 and the Academic Honors Diploma (AHD), as defined in the rules and resolutions of the State Board of Education, is as follows:

6 credits in laboratory science, including:
  2 in Biology
  2 in Chemistry, Physics, or Integrated Chemistry-Physics
  2 additional credits from Chemistry, Physics, Earth and Space Science, Advanced Biology, Advanced Chemistry, Advanced Environmental Science, Advanced Physics, or a program of equal rigor

All approved science courses are laboratory courses and must be taught as laboratory courses. A laboratory course, as defined in 511 IAC 6.1-1-2, is one in which a minimum of twenty-five percent (25%) of the total instructional time is devoted to laboratory activities. Laboratory activities are defined as those activities in which the pupil personally utilizes appropriate procedures and equipment in accomplishing the learning task.
**Science**

**Course Name:** Earth and Space Science  
**Semesters:** 2  
**Credits:** 1 per semester  
**Grades:** 10th through 12th  
**Prerequisite:** Biology

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

**Science**

**Course Name:** Integrated Chemistry-Physics  
**Semesters:** 2  
**Credits:** 1 per semester  
**Grades:** 9th through 12th  
**Prerequisite:** None

Integrated Chemistry-Physics introduces the fundamental concepts of scientific inquiry, the structure of matter, chemical reactions, forces, motion, and the interactions between energy and matter. This course will serve students as a laboratory-based introduction to possible future course work in chemistry or physics while ensuring a mastery of the basics of each discipline. The ultimate goal of the course is to produce scientifically literate citizens capable of using their knowledge of physical science to solve real-world problems and to make personal, social, and ethical decisions that have consequences beyond the classroom walls.

**Science**

**Course Name:** Chemistry 1  
**Semesters:** 2  
**Credits:** 1 per semester  
**Grades:** 10th through 12th  
**Prerequisite:** “C” or higher in Algebra I

First year Chemistry allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and chemical reactions. Students have opportunities to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and social issues, and (4) learn and practice laboratory safety.
Science

Course Name: Chemistry 2
Semesters: 2
Credits: 1 per semester
Grades: 11th through 12th
Prerequisite: Chemistry 1 – C or higher

Chemistry II, General, provides for extended laboratory and literature investigations of the chemical reactions of matter in living and nonliving materials. This course stresses the unifying themes of chemistry, the development of physical and mathematical models of matter and its interactions, and the methods of scientific inquiry.

Any Chemistry II student may choose to concurrently earn college credit through IU. The student will need to complete the official ACP application process for C105 and C125 and be officially accepted by IU in order to earn these credits. Upon acceptance to this program, students need to be aware that their high school and IU grades may differ. The high school grade is based upon completed homework, lab reports, and tests (weighting of these categories will be determined at the beginning of each school year). The IU C105 grade will be based solely on the 4 or 5 unit tests. The IU C125 portion will be based on the 12-14 lab reports.

Science

Course Name: Biology
Semesters: 2
Credits: 1 per semester
Grades: 9th through 12th
Prerequisite: None

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

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Biology 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>11th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Biology &amp; Chemistry I, GPA 3.0 or higher</td>
</tr>
</tbody>
</table>

Biology II, General, provides extended laboratory, field, and literature investigations into the internal structures, functions, and processes of living organisms and the environmental interactions of these organisms. This course refines the students’ methods of scientific inquiry and problem resolution.

Any Biology II student may choose to concurrently earn college credit through IU. The student will need to complete the official ACP application process for L100 and be officially accepted by IU in order to earn these credits. Upon acceptance to this program, students need to be aware that their high school and ACP grades may differ. The high school grade is based upon completed homework, lab reports, and tests that are not weighted. However, the IU grade will be weighted 50% tests, 30% labs, and 20% homework. The IU grade will be a single grade compiled during the entire school year. A final exam given by IU will also comprise a portion of the final grade.

Science

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Human Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>11th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Biology I and Chemistry I, GPA of 3.0 or higher</td>
</tr>
</tbody>
</table>

Human Biology is designed as an in-depth study of the systems of the human body and how they interact to support the individual. The study will include structure of cells, tissues, organs, and systems and their relationship to function.

Any Human Biology student may choose to concurrently earn college credit through IU. The student will need to complete the official ACP application process and be officially accepted by IU in order to earn these credits. Upon acceptance to this program, students need to be aware that their high school and ACP grades may differ. The IU grade will be a single grade compiled during the entire school year based upon tests, homework, and laboratory work. A final exam given by IU will also comprise a portion of the final grade.

Science

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Physics</th>
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</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>11th – 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Algebra I and Integ. Chem/Phys</td>
</tr>
</tbody>
</table>

Conceptual Physics is a class designed for those students that will not be majoring in science at a four year college. The class is designed around the basic physics concepts and principles concerning matter and energy. Hands on labs are highly emphasized. Basic algebraic skills are necessary for successful completion of the course.
The content for AP Physics B has been established by the College Board. The major topics covered are:

Newtonian Mechanics  
Fluid Mechanics and Thermal Physics  
Electricity and Magnetism  
Waves and Optics  
Atomic and Nuclear Physics

Students will need a calculator.  
Homework: 30-60 minutes daily.

Environmental Science is a course that provides students with the content that has been established by the College Board. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students may choose to take the AP exam in May.
Survey of biotechnology presents an in-depth overview of biotechnology emphasizing basic molecular techniques of manipulating DNA; processes involved in protein purification and analysis; microbial, plant, aquatic, medical and animal biotechnology; regulations and ethics of the biotechnology industry. Students will receive dual credit through Ivy Tech upon successful completion of the course.

Prerequisites: Students must be at least 16 years old in order to take the course. In addition, the student would be expected to complete the COMPASS, SAT, PSAT, or ACT test (or any combination thereof). For the COMPASS test, students must meet or exceed the following scores: Writing – 70+, Reading – 80+; and Algebra, 24+ or a combination of Prealgebra 55+ and Algebra 15+. For the SAT, the student must receive a 460 or better in writing, reading, and math each. For the ACT, students must receive a 19 or better in writing, reading, and math each.
All students can learn and apply mathematics. Therefore, mathematics education must be proactive in order to prepare students for societal demands upon graduation. This necessitates a change in the teacher-student relationship. Therefore, the Teacher:

- Presents contemporary, relevant mathematical topics;
- Engages students in hands-on activities;
- Relates the content of mathematics to real-world applications;
- Incorporates and uses technology for exploration and application;
- Utilizes a range of instructional strategies that respond to student needs and abilities; and
- Encourages a variety of problem-solving techniques so that the Student can:
  - Understand and solve real-world problems;
  - Become an effective communicator of the problem-solving process and a skilled interpreter of the results;
  - Become proficient in selecting and using the most appropriate tools to solve problems through the use of: (1) paper and pencil, (2) mental mathematics, (3) calculators, (4) computers, (5) manipulatives, and so on; and
  - Recognize that these skills work effectively in a collaborative work environment that requires a lifelong learning process.

Mathematics experiences in grades nine through twelve (9-12) should continue to emphasize the importance of mathematics. “Mathematics is real; it is all around us; it is part of our lives. Mathematics often comes disguised as real life.” (Iris Carl, National Council of teachers of Mathematics, Past President).

Our society has entered a new age—the Information Age—a time in which information is the raw material and communication its means of production. The transition from an industrial to an information society can be attributed to increased availability of affordable technology, including computers and calculators. Technology is changing the workplace, the home, and daily life. To equip students for productive, fulfilling lives in the Information Age, the definition of success in mathematics (the objective of mathematics) must be transformed. Students should be encouraged and enabled to: (1) explore, (2) reason logically, (3) draw inferences, and (4) employ a variety of mathematical methods in order to become mathematically literate and capable of developing mathematical power. To meet these ends, high school students in the state of Indiana should become proficient in the following desired learner outcomes:

- Students select and apply problem-solving methods using appropriate skills, concepts, and technology.
- Students communicate, orally and in writing, mathematical ideas as well as their power and usefulness in the real world.
- Students understand the connections and relationships among various mathematical topics and their applications in society at large.
All students should have ready access to appropriate technology. Technology such as calculators, graphing calculators, and computers has dramatically altered the teaching of mathematics. This technology makes calculation easy and often makes mathematics visual due to its ability to draw graphs and charts. It also allows the mathematics class to consider real problems. Calculators and computers, with appropriate software, transform the mathematics classroom into a laboratory much like the environment in many science classrooms, where students use technology to investigate, conjecture, and verify their findings. Modern mathematics instruction makes full use of these technological aids, and modern students cannot study mathematics without them.

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Algebra 1 A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>8th and 9th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
</tbody>
</table>

Description: Algebra 1 provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of a function is emphasized throughout the course. Topics include operations with real numbers, linear equations and inequalities, relations and functions, polynomials, algebraic fractions, and nonlinear equations. Students will be required to have a scientific calculator; school-owned graphing calculators will be used in class. This is primarily a course for students planning to attend a four-year college. At the completion of this course, students will be taking the Indiana End of Course Assessment for Algebra 1. Passing this assessment is required to earn a high school diploma. Homework: 30-45 minutes daily

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Algebra 1B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>9th and 10th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
</tbody>
</table>

Description: Algebra 1B provides students with an introduction to basic algebraic concepts. It covers many of the same topics covered in Algebra 1A, but at a slower pace and in less depth. Topics that will be covered include equations, inequalities, systems of equations, real numbers, expressions, functions, graphing, and quadratics. Students are required to have a scientific calculator. Students planning to attend a four-year college should NOT enroll in this class; they should instead enroll in Algebra 1A. At the completion of this course, students will be taking the Indiana End of Course Assessment for Algebra 1. Homework: 20-30 minutes daily
**Mathematics**

**Course Name:** Algebra Enrichment  
**Semesters:** 2  
**Credits:** 1 per semester  
**Grades:** 9th  
**Prerequisite:** Must be enrolled in Algebra B

*Algebra Enrichment* is a mathematics support course for *Algebra I*. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of *Algebra Enrichment* align with the critical areas of *Algebra I*: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas *Algebra I* contains exclusively grade-level content, *Algebra Enrichment* combines standards from high school courses with foundational standards from the middle grades. Also, Algebra Enrichment will provide extra time for students to practice concepts discussed in Algebra 1B.

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**Mathematics**

**Course Name:** Geometry B  
**Semesters:** 2  
**Credits:** 1 per semester  
**Grades:** 10th through 12th  
**Prerequisite:** Must have passed Algebra 1

Description: Geometry B will cover most of the same topics as Geometry A, but with a much different approach. In this class, students will concentrate on developing intuitive skills through exploration and group activities. Emphasis is placed on an investigative study of the basic properties of lines, angles, triangles, polygons, circles, space figures, and spatial relationships in general. Projects involving real world applications are done. Reasoning skills and logic are stressed. Formal proofs are only a minimal part of this course. Vocabulary and Pre-Algebra concepts are applied throughout the year. Students planning to attend a four-year college should NOT enroll in this class; they should instead enroll in Geometry A.  
**Homework:** 15-20 minutes daily.
### Mathematics

**Course Name:** Geometry A (Pre-AP)  
**Semesters:** 2  
**Credits:** 1 per semester  
**Grades:** 9th through 12th  
**Prerequisite:** Must have passed Algebra 1  

**Description:** Geometry A provides students with experiences that deepen the understanding of two- and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Topics include: points, lines, angles, and planes; polygons, with a special focus on quadrilaterals, triangles, and right triangles; circles; polyhedra and other solids; and constructions. Formal proof and logic will be stressed throughout the course. This is primarily a course for students planning to attend a four-year college. Students will be required to have a scientific calculator.

**Homework:** 30-45 minutes daily.

### Mathematics

**Course Name:** Algebra 2B  
**Semesters:** 2  
**Credits:** 1 per semester  
**Grades:** 10th through 12th  
**Prerequisite:** Must have passed Algebra 1  

**Description:** In Algebra 2B, students will learn about relations and functions, linear and absolute value equations and inequalities, quadratic equations and functions, polynomials, algebraic functions, logarithmic and exponential functions, sequences and series, and counting principles and probability. Algebra 2B covers most of the same topics as Algebra 2A, but in less depth and at a much slower pace. Students are required to have a scientific calculator and school-owned graphing calculators will be used on a regular basis. Students planning to attend a four-year college should NOT enroll in this class; they should instead enroll in Algebra 2A.

**Homework:** 20-30 minutes daily.

### Mathematics

**Course Name:** Algebra 2A (Pre-AP)  
**Semesters:** 2  
**Credits:** 1 per semester  
**Grades:** 9th through 12th  
**Prerequisite:** Must have passed Algebra 1  

**Description:** Algebra 2A is a course which expands on the topics of Algebra 1A and provides further development of the concept of a function. Topics include: relations, functions, equations and inequalities; conic sections; polynomials; algebraic fractions; logarithmic and exponential functions; sequences and series; counting principles and probability; and matrices and determinants. Students are required to have a scientific calculator, and school-owned graphing calculators will be used on a regular basis. This is primarily a course for students planning to attend a four-year college.

**Homework:** 30-45 minutes daily.
Mathematics

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>College Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>1</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Must have passed Algebra 2A or 2B and teacher recommendation</td>
</tr>
</tbody>
</table>

College Algebra is a course that provides students with an in-depth study of functions; quadratic, polynomial, radical, and rational equations; radicals; complex numbers; systems of equations; matrices; exponential and logarithmic functions; and conics. Students may qualify to enroll in this course for 3 hours of college credit through Ivy Tech State College by demonstrating competency on the Accuplacer exam. Students are required to have a scientific calculator. Homework: 30-45 minutes daily

Mathematics

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Trigonometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>1</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Must have passed College Algebra and teacher recommendation</td>
</tr>
</tbody>
</table>

Description: Trigonometry is a course that presents an in-depth study of right triangle trigonometry, oblique triangles, vectors, graphs of trigonometric functions, trigonometric identities and equations, complex numbers in rectangular and polar/trigonometric forms, rectangular and polar coordinates, and conic sections.

Mathematics

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Pre-Calculus (Pre-AP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>10th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Must have passed Geometry A and Algebra 2A</td>
</tr>
</tbody>
</table>

Description: This course blends together all the pre-calculus concepts and skills that must be mastered prior to enrollment in a college-level calculus course. The following topics are covered in this course: 1) trigonometry in triangles; 2) trigonometric functions, identities, and equations; 3) polar coordinates and complex numbers; 4) relations and functions; 5) exponential and logarithmic functions; 6) sequences and series; 7) matrices and determinants; and 8) probability and statistics. Students are required to have both a regular scientific calculator and a graphing calculator (TI-84) for this course. Homework: 30-45 minutes daily.
Students have the option of enrolling in Finite Math for dual credit through Indiana University’s Advance College Project (M118). Topics covered in the course include set theory, techniques of counting, probability (including random variables and expected values), linear systems, matrices, and linear programming. The course focuses on applications to business and the social sciences, and there is a heavy emphasis on solving word problems.

Homework: 20-30 minutes daily

The content for AP Statistics has been established by the College Board. The major topics covered are:

1) Exploring data—describing patterns and departures from patterns
2) Sampling and experimentation—planning and conducting a study
3) Anticipating patterns—exploring random phenomena using probability and simulation
4) Statistical inference—estimating population parameters and testing hypotheses

Students will be required to purchase a graphing calculator (TI-84 Plus).

Homework: 30-60 minutes daily.

Description: Calculus 1 is a course that provides students with the content that has been established by the College Board. These topics include limits, continuity, derivatives, definite integrals, and techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. The course also includes applications of derivative and the integral, as well as the theory of calculus. Students are required to purchase a graphing calculator (TI-84). Students have the option of enrolling in this class for four hours of college credit through Indiana University’s Advance College Project (M211), or they may choose to take the AP exam (Calculus AB) in May.

Homework: 30-60 minutes daily.
Description: Calculus 2 covers the content established by the College Board for the Calculus BC exam. Students will first study the topics of Calculus 1 in more depth. Then they will focus on the additional topics of integration techniques, applications of integration, infinite series, parametric equations, polar equations, vectors, differential equations, slope fields, and Euler’s method. All students are required to have a graphing calculator. Students have the option of enrolling in this class for four hours of college credit through Indiana University’s Advance College Project (M212), or they may choose to take the AP exam (Calculus BC) in May.
Homework: 30-60 minutes daily.
Agricultural Education

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

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

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

It is important to understand and reaffirm that career-technical experiences do not preclude students from going on to higher education; in fact, participation actually enhances the opportunity. A growing number of students are combining both college preparation and work-place experiences in their high school preparation.

Agricultural Science and Business and FFA programs have a long history of successfully preparing students for entry-level careers and furthering education and training in the science, business and technology of agriculture. The programs combine classroom instruction and hands-on career focused learning to develop students’ potential for premier leadership, personal growth and career success.
Introduction to Agriculture, Food and Natural Resources is a two semester course that is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, food and natural resources.

Agriculture Power, Structure and Technology is a two semester, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agriculture power, structure and technology.
Plant and Soil Science is a two semester course that provides students with opportunities to participate in a variety of activities which includes laboratory work. The following topics are found in this course: plant taxonomy, components and their functions; plant growth, reproduction and propagation; photosynthesis and respiration; environmental factors affecting plant growth, management of plant diseases and pests; biotechnology; the basic components and types of soil; calculation of fertilizer application rates and procedures for application; soil tillage and conservation; irrigation and drainage; land measurement, cropping systems, precision agriculture, principles and benefits of global positioning systems; and harvesting. Leadership development, supervised agricultural experience and career exploration opportunities in the field of plant and soil science are also included.

Natural Resources is a two semester course that provides students with a foundation in natural resources. Hands-on learning activities in addition to leadership development, supervised agricultural experience and career exploration encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife and safety.
Animal Science is a two semester program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.

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

- Recommended Grade Level: Grade 11-12
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General diploma only
Business and industry surveys indicate that economic survival in the 21st century will demand that students know and understand both fundamental and technical concepts of business as well as possess the ability to execute these concepts in any setting. All persons, regardless of age, gender, and career aspirations, can benefit from participating in business education.

The mission of Business Technology Education in Indiana is to work cooperatively with the business community to prepare all individuals to live and work as productive citizens in a changing global society by providing essential business experiences, education, and training. These experiences should actively engage students using instructional strategies that rely on the use of technology and practices that reflect current and emerging business procedures.

Therefore, the Indiana Business Education Curriculum is designed to develop and enhance the following five education areas: Basic Skills, Life Skills, Information Technology Skills, International Business Knowledge, and Lifelong Learning.
Business &
Careers

Digital Citizenship, is a business course that provides instruction in software concepts using a Windows-based professional suite, which includes word processing, spreadsheet, database, graphics, and presentation applications. Instruction in basic computer hardware and operating systems that support software applications is provided. Additional concepts and applications dealing with software integration, Internet use, and information about future technology trends are included. Instructional strategies should include teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem-solving and critical-thinking activities, simulations, and minibaskets/in-basket projects. Dual credit is a possibility.

Course Name: Digital Citizenship (formerly Computer Applications)
Semesters: 1
Credits: 1 per semester
Grades: 10th through 12th
Prerequisite: None

Business &
Careers

Information Communications & Technology, is a business course that integrates computer technology, decision-making, and problem-solving skills. Areas of instruction include advanced applications and integration of a professional suite and the use of emerging technology. Instructional strategies may include collaborative instruction, peer teaching, in-baskets, minibaskets, LAPs, school and community projects, and a school-based enterprise. Dual credit is a possibility.

Course Name: Information Communications & Technology (formerly Computer Applications, Advanced)
Semesters: 1
Credits: 1 per semester
Grades: 10th through 12th
Prerequisite: Computer Applications
Computer Illustrations and Graphics introduces students to the computer’s use in visual communication. The focus of the course is on basic computer technology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, produce vector illustrations, graphics and logos, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design products that impart information and ideas. Advanced instruction might also include experiences in silk screening and airbrush techniques as well as activities in designing product packaging and commercial displays or exhibits.

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

Dual credit is a possibility.
**Business & Careers**

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Computer Programming I</th>
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<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>10th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Computer Applications and Algebra 1</td>
</tr>
</tbody>
</table>

Computer programming covers fundamental concepts of programming are provided through explanations and effects of commands, and hands-on utilization of lab equipment to produce correct output. This course introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. Includes program flowcharting, pseudo coding, and hierarchy charts as a means of solving these problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems. Reviews algorithm development, flowcharting, input/output techniques, looping, modules, selection structures, file handling, and control breaks. Offers students an opportunity to apply skills in a laboratory environment. Visual Basic is the only (computer) language being examined and utilized. Demonstrations of business problems and solutions techniques will be reviewed.

Dual credit is a possibility.
0520 – Peer Tutoring

Peer Tutoring provides high school students with an organized exploratory experience to assist students in grades nine through twelve (9-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance 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.

Non-Departmental

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Peer Tutoring</th>
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</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>10 to 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>English Honors Classes</td>
</tr>
</tbody>
</table>

Non-Departmental

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Student Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Credits:</td>
<td>0.5 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>10 to 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Must have a 2.50 GPA, good attendance record and approval by administration</td>
</tr>
</tbody>
</table>

This course was formally known as “cadet”. The course strengthens previously developed skills and introduces new skills, concepts, and applications needed to prepare students for entry-level employment. Students could work in the high school, and/or superintendent’s offices. The only grade given for student assistant is “P” (pass) or “F” (fail). This class is not included in GPA.
Jobs for America’s Graduates (JAG) is a career skills course taught nationwide, and is valued by many colleges and employers. The first goal of this program is to keep students in school through graduation. The program offers leadership and team building, career development skills, job attainment skills, workplace skills, personal skills, and life survival skills. JAG also helps students navigate the transition from high school to post secondary or the workforce. Through work based learning experiences and guest speakers the students broaden their connection to the community and scope of career choices.

Ivy Tech 120 New Student Seminar

This course enhances success in college by assisting students in obtaining skills necessary to their educational, career, and life objectives. Students will create and apply critical thinking strategies in areas of time management, media literacy, learning styles, study skills, career planning, money management, and resource utilization.

Students will earn dual credit Ivy Tech credits for this course.

SAT/College-Entrance Preparation utilizes individual student score reports from the PSAT to prepare students for the SAT, ACT, the Accuplacer and Compass assessments. Based on these score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science (all sections of college admission and placement exams). As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. Course may also include college selection and application units, to best prepare students for overall college-readiness.

Non-Departmental

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Career Info and Exploration (JAG)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>11th – 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Students are selected by a committee to participate in this program</td>
</tr>
</tbody>
</table>

Non-Departmental

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>New Student Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>11th – 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Students who will be attending Ivy Tech after high school should take this course</td>
</tr>
</tbody>
</table>

Non-Departmental

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>SAT Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>1</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>11th – 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
</tbody>
</table>
The Indiana Technology Education curriculum was developed to provide the secondary students of the state with an education that will help them understand and participate in the technological society surrounding them. The curriculum has as its foundation a belief that technology is applying resources to design, produce, and use products and services that extend the human potential for improving and controlling the natural and human-made environment. This view leads four major points of focus: (1) designing technology, (2) using technological processes to produce artifacts and systems, (3) using technological devices and systems appropriately, and (4) assessing the impacts of technology on people, society, and the environment.

**Technology**

**Course Name:** Introduction to Construction  
**Semesters:** 2  
**Credits:** 1 per semester  
**Grades:** 9th through 12th  
**Prerequisite:** NONE

Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.
Introduction to Manufacturing is a course that specializes in how people use modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a background toward developing engineering & technological literacy. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Students will 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 will investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling.

Introduction to Communications is a course that specializes in identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Using the base knowledge student will use the design process to solve design projects in each communication area.
Computers in Design and Production is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills for electronics, manufacturing, precision machining, welding, and architecture career pathways. Students apply ingenuity using tools, materials, processes, and resources to create solutions as it applies in the electronics, manufacturing, precision machining, welding, and architecture. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should address major technological content related to topics such as: Architectural drawing and print design, design documentation using CAD systems; assignments involving the interface of CAD, CNC, CAM, and CIM technologies; computer simulation of products and systems; publishing of various media; animation and related multimedia applications; 3-D modeling of products or structures; digital creation and editing of graphics and audio files; control technologies; and automation in the modern workplace.

Dual Credit through Ivy Tech, Design 103
Project Lead the Way, Inc. (PLTW) is a national pre-engineering program forming partnerships among schools, higher education, and the private sector. The major goal is to increase the quantity and quality of engineers and engineering technologist nationwide. PLTW has a support staff of experienced technology educators plus college and university partners to assist public schools wishing to implement the PLTW program. For more information, their website is: [http://www.pltw.org](http://www.pltw.org)

**Technology**

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Intro. To Engineering Design Project Lead the Way Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>9th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>NONE</td>
</tr>
</tbody>
</table>

This project lead the way course develops student problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.

Dual Credit possible through Ivy Tech. Matches Ivy Tech course Desn 102 Technical Graphics

**Technology**

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Principles of Engineering Project Lead the Way Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>9th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Intro. To Engineering Design</td>
</tr>
</tbody>
</table>

A course that helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

Dual Credit possible through Ivy Tech. Matches Ivy Tech course Tech 101 Process & Materials
Family and Consumer Sciences F.A.C.S.

Introduction

Today’s students are the future leaders and members of tomorrow’s families, workplaces, and communities. They need to be able to act responsibly and productively. The discipline of Family and Consumer Sciences has its central focus preparing individuals to become independent, to assume family roles, to contribute to the good of the community and society, to balance work and family, and to transfer personal skills to the workplace.

“Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. Our unique focus is on families, work, and their interrelationships.”—National Vision Statement

“The mission of Family and Consumer Sciences Education is to prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- Strengthening the well-being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family, and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Successful life management, employment, and career development.
- Functioning effectively as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one’s actions and success in family and work life.”—National Mission Statement
Intro. To Fashion and Textiles is an introductory course for students interested in a career in the fashion textile, and apparel industry. This course includes the study of careers in the fashion industry, selection of fashion, textiles, and apparel goods and their properties, and the factors which influences the merchandising industry. Lab experiences will include repair, product research and testing, maintenance of textile products, application of equipment utilized in the industry. There will be a project which integrates a lab experience and field experience.

Course code 5350

Introduction to Housing & Interior Design is an introductory course for students interested in a career within the housing, interior design or furnishing industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values, and lifestyles of individuals, families, and clients. Housing decisions are explored, along with housing choices and the types of housing available. Basic historical architectural styling and basic furniture styles will be explored. The principles and elements of design, evaluating floor plans, and color are explored.
### Course code 5362

Child Development is an introductory course for students interested in careers on the knowledge of children. This course addresses issues from conception and the prenatal development to age 3. Students will study prenatal development, birth, and the growth and development of children. There is a baby-think-it-over project included in this course, along with concrete mathematics and language art proficiencies. Plus, there will be introductory field experiences or guest speakers with infants, parents, and young children. This course provides foundation for continuing and post-secondary ed in all career areas related to children.

### Course code 5360

Advanced Child Development is for those students interested in life foundations, careers related to nurturing of children and development of children. This course addresses issues of children from ages 4 to 8. Advanced Child Development includes the study of child development theories, research, child health and wellness, child growth and development, professional and ethical issues in child development, special conditions affecting children, teaching and guiding children, and career exploration in child development. Students may have an introductory laboratory field experience with children in preschool and early elementary school settings. This course includes a project that utilizes higher order thinking. This course provides a foundation for students continuing their education in elementary and post-secondary education in all areas related to children including nursing. Concrete mathematics and language arts proficiencies will be applied.
Family and Consumer Sciences F.A.C.S.

Course code 5364

Interpersonal Relationships is an introductory course that is relevant for students interested in careers that involve interacting with people. It is valuable for all students as a life skill. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Course topics include communication skills, leadership, teamwork, conflict prevention, and individual needs and their impact on relationships. This course provides a foundation for continuing education for all career areas that involve interacting with people both inside and outside of a business or organization, clients, patients, and the general public.

Family and Consumer Sciences F.A.C.S.

Course Code 5330

Adult Roles & Responsibilities is recommended for all students. This course builds knowledge and skills that students will need as they complete high school and enter the adult world. The course includes many topics such as lifespan roles and responsibilities, financial management, individual and family management, and college career pathways. A project is used for higher order thinking. Concrete mathematics, such as balancing a checkbook and budgeting, and language art proficiencies are applied. This course provides the foundation for secondary education in all career areas related to individual and family life.
Course code 5342

Nutrition and Wellness is an introductory course recommended for all students. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient. Topics include food preparation, safety and sanitation, nutrition and wellness applications, and global foods. Food prep experiences are required. This course is the first in a sequence of courses that provides a foundation for post-secondary education.

Course code 5340

Advanced Nutrition and Foods is a course which provides students with the opportunity to study nutrition and how it affects the body. Topics include food safety and sanitation, handling and preparation skills, nutritional standards, and career exploration within this field. This course is appropriate for students interested in the medical field and dietetics. This course includes laboratory experiences which allows students to develop food handling and preparation skills, leadership and communication skills.
The arts consist of three main areas of study: instrumental, vocal music, and visual arts. Each subject area offers students an opportunity to expand their creative energies.

Recent studies indicate that students who actively participate in one or more areas of the arts learn self-discipline and structure much easier than those students who do not participate in any area of the arts.

With each subject area, students will participate in a group setting while working on individual advancement. Not only do students have opportunities to advance in a group, but they also have the opportunity to excel on a personal level.

The goal of the fine arts is to encourage students to aggressively push themselves on a personal level to make continual advancement in their area of study. In so doing this, the hope is that the student will gain a personal sense of self-satisfaction while contributing to an outstanding group presentation.

### Course Information

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Concert Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>9th – 12th and teacher approval</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Successful completion of Jr. High Band or consent of instructor</td>
</tr>
</tbody>
</table>

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students are given opportunities to develop the ability to understand and convey the composer’s intent in order to connect the performer with the audience.

Time outside of the school day may be scheduled for performances. A 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.

**Required performances will include:** Holiday Concert, Greene County Band Festival, Spring Concert, Dinner and a movie concert, Boys Basketball games, High School Graduation, and any other performances agreed upon by the band director and the Eastern High School Administration.

**Suggested performances include:** honor band, 4th quarter pep band, marching band, ISSMA Solo & Ensemble Contest, and any other performance opportunities in the community.
**Music & Fine Arts**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Wind Ensemble</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters</td>
<td>2</td>
</tr>
<tr>
<td>Credits</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades</td>
<td>9th – 12th and teacher approval</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Successful completion of Jr. High Band/Concert Band and Successful Audition</td>
</tr>
</tbody>
</table>

Students taking this course are provided with a comprehensive study of music through the concert band. Instruction is designed to enable students to connect, imagine, define, try, extend, refine, and integrate music learning into other subject areas. Ensemble and solo playing is designed to develop elements of musicianship including (1) tone production, (2) technical skills (including rhythm and note accuracy), (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, (7) studying music literature. Experiences include preparing music for performance, improvising, playing by ear, and sight-reading. Students are given opportunities to interpret music in a way that connects with the audience.

This is the advanced high school band. Admittance into this band is by audition only. Members will play more challenging musical literature and will compete in ISSMA Concert Band Organizational Contest. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

**Required performances:** Holiday Concert, Greene County Band Festival, Spring Concert, ISSMA Organizational Contest, High School Graduation, Dinner and a movie concert, Basketball Games. **Suggested performances include:** honor bands, 4th quarter pep band, marching band, ISSMA Solo & Ensemble Contest, and any performance opportunities in the community.

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**Music & Fine Arts**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Jazz Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters</td>
<td>2</td>
</tr>
<tr>
<td>Credits</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades</td>
<td>9th through 12th</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Instructor approval</td>
</tr>
</tbody>
</table>

Students enrolled in Jazz Band will develop musicianship and specific performance skills through the study and performance of varied styles of instrumental jazz. Students develop their creative skills and musical understanding through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band, choir, or orchestra class offering at the discretion of the director.
**Course 4208**

This course will be an in-depth study of the history of Rock, Pop, and Rap music. Students will listen critically to music and be able to break down its musical form, while also being able to understand the music as it fits into the society and time period of its origin. Students will be able to discuss the music and events in an intelligent, thoughtful way and draw their own conclusions. Adult topics and language are necessary to the discussion of these topics. Students will be expected to complete projects on various subjects, write research papers, and complete tests and quizzes as they are assigned.

**Course 4206**

This course is designed to delve into the inner workings of music. Students will learn to read, analyze, hear, and create music using the standard rules of music theory. Students will also learn to conduct and compose music. The students will leave the class with a much greater understanding of how music works and is put together. This class is designed for juniors and seniors, but sophomores can be accepted on a case-by-case basis. It is preferred that the student have previous experience in choir, band, or strings; although exceptions can be made on a case-by-case basis.
Music & Fine Arts

Course Name: Concert Choir

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Concert Choir</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>9th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Admission with Director’s approval</td>
</tr>
</tbody>
</table>

Course code: 4182

Concert choir performs high quality literature for men’s and women’s (mixed) voices. The curriculum is designed to cover the basic foundations of music reading and music theory for the beginning musician, to extend the abilities of more advanced students, and to increase singing confidence and aptitude in all students. The Concert Choir is a performing ensemble with its own schedule of public appearances including local area performances, as well as formal and informal concerts at Eastern Greene. Members are expected to practice individually outside of class, and wholly participate in all class activities (this is a choir class so there will be lots of singing).

This group has a required uniform for all performances (we wear all black to our performances); participation in ISSMA Solo/Ensemble Contest is encouraged and highly suggested. Private lessons on an individual basis are also encouraged.

Required performances: Formal and Informal Concerts (one each per semester), Southwest Indiana Choral Festival (Oct.), IMEA Non-competitive Festival (March), ISSMA Organizational Contest (April) and other local performances as assigned.

Music & Fine Arts

Course Name: Orchestra

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Orchestra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>9th – 12th and teacher approval</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Successful completion of Middle School Orchestra</td>
</tr>
</tbody>
</table>

Orchestra performs high quality literature for string orchestra and builds on skills carried over from earlier study. Educational emphasis is placed on the advancement of instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, and a deeper understanding of small group ensemble music, and orchestral literature. Literature will contain both Classical and Popular music. Students will perform both in small group ensemble projects and as a large group.

This group has a required uniform for all performances (we wear all black to our performances); participation in ISSMA Solo/Ensemble contest (January/February) is encouraged and highly suggested. Private lessons on an individual basis are also encouraged.

Required performances: Formal and Informal Concerts (one each per semester), IMEA Non-competitive Festival (March), ISSMA Organizational Contest (April) and other local performances as assigned.
Music & Fine Arts

Course Name: Ceramics & Painting
Semesters: 1
Credits: 1 per semester
Grades: 9th through 12th
Prerequisite: None

Students taking the class in Painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of quality works. In the area of:

- Art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary paintings from a variety of cultural groups, identifying relationships between context, form, and function;
- Art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary paintings;
- Aesthetics, students search for meaning, significance, and direction in their work by formulating evaluations of historic and contemporary paintings, responding to personal questions about the nature of art, reflecting on their changing definitions of art, and assessing their ideas in relation to the art community; and
- Production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition, students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) use a variety of materials such as mixed media, watercolor, and acrylics, as well as techniques such as stippling, gouache, wash, and impasto. Students at this level produce works which demonstrate a sincere desire to explore a variety of ideas and problems.

Within this context, students: (1) create abstract and realistic paintings, (2) reflect upon the outcome of these experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options related to painting. Art museums, galleries, studios, and/or community resources are utilized.

✓ A Core 40 and AHD course
✓ The nature of this course allows for successive semesters of instruction at an advanced level, provided that defined proficiencies and content standards are utilized.
✓ A one credit course.

Students in Ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of quality works. In the area of:

- Art history, students search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary ceramics from a variety of cultural groups identifying relationships between context, form, and function;
- Art criticism, students search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary ceramic works;
- Aesthetics, students search for meaning, significance, and direction in their work by: (1) formulating evaluations of historic and contemporary ceramic works, (2) responding to personal questions about the nature of art, (3) reflecting on their changing definitions of art, and (4) assessing their ideas in relation to the art community; and
- Production, students search for meaning, significance in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. They also use organizational principles and functions to solve specific visual problems, and they apply media, techniques, and processes with sufficient skill to communicate intended meaning.

Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to ceramics. Art museums, galleries, studios, and community resources are utilized.

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**Music & Fine Arts**

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Art 1 – Intro to Two-Dimensional Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>1</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>9th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
</tbody>
</table>

Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of quality works. In the area of:

- Art history, students search for meaning, significance, and direction in two-dimensional works of art and artifacts through in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- Art criticism, students search for meaning, significance, and direction in two-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- Aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general; and
- Production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.
Students in Advanced Two-Dimensional Art 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 quality works. In the area of:

- Art history, students search for meaning, significance, and direction in two-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- Art criticism, students search for meaning, significance, and direction in two-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- Aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their own ideas and definitions in relation to the art community in general; and
- Production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. Students at this level produce works that demonstrate a sincere desire to explore a variety of ideas and problems.

Students taking Introduction to Three-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of quality works. In the area of:

- Art history, students search for meaning, significance, and direction in three-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- Art criticism, students search for meaning, significance, and direction in three-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- Aesthetics, students search for meaning, significance, and direction in three-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their own ideas and definitions in relation to the art community in general; and
- Production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. Students at this level produce works that demonstrate a sincere desire to explore a variety of ideas and problems.
The program descriptions that follow give very brief details about the programs available at the Hoosier Hills Career Center for students from Eastern Greene High School, Owen Valley High School, Martinsville High school, Edgewood High School, Bloomington New Tech High School and Bloomington Graduation High School. If a student or parent/guardian needs more detail, they should contact the Career Center Office at 330-7730.

**NOTE:** All Career Center courses count as Core 40 directed electives as part of a technical area and as Academic and Technical Honors Diploma electives.

## TRANSPORTATION CLUSTER

### AUTOMOTIVE SERVICE TECHNOLOGY I (CC)
**GRADES: 11-12**
**AM OR PM (DAILY) 5510**

A one year course for first year students that encompasses the sub topics of the NATEF/ASE identified areas of Steering and Suspension and Braking Systems. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, engine repair will be included as time permits. This one year offering must meet the NATEF program certifications and provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. ASE certification will be available to students when competencies are met. Advanced placement credits will be available through Ivy Tech Community College. Length of course: 2 or 4 semesters. Students will need to provide basic auto repair tools for this class.

### AUTOMOTIVE SERVICE TECHNOLOGY II (CC)
**GRADES: 11-12 AM OR PM (DAILY) 5546**

A one year course for second year students that encompasses the sub topics of the NATEF/AS identified areas of Electrical Systems and Engine Performance. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, engine repair will be included as time permits. This one year offering must meet the NATEF program certifications and provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. ASE certification will be available to students when competencies are met. Advanced placement credits will be available through Ivy Tech Community College. Length of course: 2 or 4 semesters. Students will need to provide basic auto repair tools for this class. A possible 6-week internship placement with local automotive service repair related businesses could be available during the senior year.

### AUTO COLLISION REPAIR I (CC)
**GRADES: 11-12 AM OR PM (DAILY) 5514**

A one year course for first year students covers all phases of the repair of damaged vehicle bodies and frames, including metal straightening; smoothing areas by filing, grinding, or sanding; concealment of imperfections; painting; and replacement of body components including trim. Students examine the characteristics of body metals including the installation of moldings, ornaments, and fasteners with emphasis on sheet metal analysis and safety as well as instruction in personal and environmental safety practices as well as measurement principles and automotive fasteners, computerized frame diagnosis, computerized color-mixing, and computerized estimating of repair costs. During the second semester of the senior year, a possible internship placement will be available to students who have mastered the necessary competencies. ASE certification will be available to students when competencies are met. Advanced placement credits will be available through Ivy Tech Community College. Length of course: 2 or 4 semesters.

### AUTO COLLISION REPAIR II (CC)
**GRADES: 11-12 AM OR PM (DAILY) 5544**

A one year course for second year students that introduces concepts in auto paint considerations with emphasis on the handling of materials and equipment in modern automotive technologies. Instruction should also emphasize computerized frame diagnosis, computerized color-mixing, and computerized estimating of repair costs. Additional academic skills taught in this course include precision measurement and mathematical calibrations as well as scientific principles related to adhesive compounds, color-mixing, abrasive materials, metallurgy, and composite materials. During the second semester of the senior year, a possible internship placement will be available to students who have mastered the necessary competencies. ASE certification will be available to students when competencies are met. Advanced placement credits will be available through Ivy Tech Community College. A possible 6-week internship placement with local automotive collision repair related businesses could be available during the senior year. Length of course: 2 or 4 semesters.
## Architecture & Construction Cluster

### CONSTRUCTION TECHNOLOGY I (CC)
**AM OR PM (DAILY)**
**GRADES:** 11-12
**5580**
A one year course for first year students that includes experiences with the formation, installation, maintenance, and repair of buildings, homes, and other structures. Plans, including the relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching residential design and site work will be covered. Instruction in administrative requirements, definitions, building planning, foundations, wall coverings, roof and ceiling construction, and roof assemblies as well as the interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including OSHA Standards for the construction industry. Safety standards and proper use and care of equipment are stressed at all times. Students need to provide basic building trades tools. Length of course: 2 Semesters.

### CONSTRUCTION TECHNOLOGY II (CC)
**AM OR PM (DAILY)**
**GRADES:** 11-12
**5578**
A one year course for second year students that includes experiences materials, occupations, and professional organizations within the industry. Develops basic knowledge, skills, and awareness of interior trim. Provides training in installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Develop skills in the finishing of the exterior of a building. Skills development in the installation of the cornice, windows, doors and various types of sidings used in today’s market place. Studies the design and construction of roof systems. Use of the framing square for traditional rafter and truss roofing. A possible 6-week internship placement with local contractors, lumber companies, architects, and related businesses could be available during the senior year. Safety standards and proper use and care of equipment are stressed at all times. Students need to provide basic building trades tools. Length of course: 2 Semesters.

### ARCHITECTURAL DRAFTING AND DESIGN I (CC)
**AM (DAILY)**
**GRADES:** 10-12
**5640**
A one year course for first year students. Students will develop an understanding of lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards. Methods of geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing, basic understanding of the features associated with the operation of a computer-aided design (CAD) system. Students will gain valuable hands-on experience with AutoCAD. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning. This course will also include Basic Architectural AutoCAD practices. Students will compile a portfolio of their drawings to present to employers when applying for a job. Students who plan to pursue technical careers may receive credit for college courses based on their work in this class. College credit may be earned through Ivy Tech Community College. Length of course: 2 semesters; Useful Preparation: Geometry.

### ARCHITECTURAL DRAFTING AND DESIGN II (CC)
**AM (DAILY)**
**GRADES:** 11-12
**5652**
A one year course for second year students. Problems of site analysis, space planning, conceptual design, proper use of materials, and selection of structure and construction techniques are covered. Basic architectural theory, related architectural styles, design strategies, and a visual representation of the student's design process. Focus on advanced CAD features, including fundamentals of three dimensional modeling for design including overview of modeling, graphical manipulation, part structuring, coordinate system, and developing strategy of modeling. Advanced CAD will enable the student to make the transition from 2D drafting to 3D modeling. Various Architectural software packages and applications may be used. Students who plan to pursue technical careers may receive credit for college courses based on their work in this class. College credit may be earned through Ivy Tech Community College. Length of course: 2 semesters. A possible 6-week internship placement with local automotive service repair related businesses could be available during the senior year.
MECHANICAL DRAFTING AND DESIGN I (CC)  GRADES: 11-12
AM (DAILY)  4836

A one year course for first year students, Mechanical Drafting and Design I Basic understanding of lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards, basic understanding of the operation of a computer-aided design (CAD) system. Students will gain experience with Auto CAD. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning. Students who plan to pursue technical careers may receive credit for college courses based on their work in this class. College credit may be earned through Ivy Tech Community College. Length of course: 2 semesters; Useful Preparation: Geometry.

MECHANICAL DRAFTING AND DESIGN II (CC)  GRADES: 11-12
AM (DAILY)  4838

A one year course for second year students covering detailed working and assembly drawings including fastening devices, thread symbols and nomenclature, surface texture symbols, classes of fits, and the use of parts lists, title blocks and revision blocks. Focus on advanced CAD features, including fundamentals of three dimensional modeling for design. Includes overview of modeling, graphical manipulation, part structuring, coordinate system, and developing strategy of modeling in the transition from 2D drafting to 3D modeling. Theory and methods include graphic developments and the relationships between points, lines and planes, curved lines and surfaces, intersections, and development. Students who plan to pursue technical careers may receive credit for college courses based on their work in this class. College credit may be earned through Ivy Tech Community College. Length of course: 2 semesters; Useful Preparation: Geometry. A possible 6-week internship placement could be available during the senior year.

Manufacturing Cluster

WELDING TECHNOLOGY I (CC 103)  GRADES: 11-12
AM OR PM (DAILY)  5776

A one year course for first year students. In this course, students will learn skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Sales, Design, Research or Engineering. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success. Course content will also include related math, print reading, drafting, panel restoration, precision machining, and sheet metal work. Students will need to provide some basic tools including safety glasses, welding helmet, leather welding gloves and tape measure. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters.

WELDING TECHNOLOGY II (CC 103)  GRADES: 11-12
AM OR PM (DAILY)  5778

A one year course for second year students. In this course, students will develop a variety of skills in Gas Metal Arc welding, Flux Cored Arc Welding, Gas Tungsten Arc welding, Plasma Cutting and Carbon Arc. This course is designed for individuals who intend to make a career as a Welder, Technician, Sales, Design, Research or Engineering. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success. Course content will also include related math, print reading, drafting, panel restoration, precision machining, and sheet metal work. Students will need to provide some basic tools including safety glasses, welding helmet, leather welding gloves and tape measure. College credits may be earned through Ivy Tech Community College. A possible 6-week internship placement with local welding related businesses could be available during the senior year. Length of course: 2 semesters.
PRECISION MACHINING I (CC 103) GRADES: 11-12
AM OR PM (DAILY) 5782
A one year course for first year students. In this course students will learn a basic understanding of the precision machining processes used in industry, manufacturing, maintenance and repair. The course instructs the student in industrial safety, terminology, tools and machine tools, measurement and layout. Students will become familiar with the setup and operation of power saws, drill press, lathe, milling machine, grinders and an introduction to CNC (computer controlled) machines. Course content will also include related math, print reading, drafting, panel restoration, precision machining, and sheet metal work. Students will need to provide some basic tools including safety glasses. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters.

PRECISION MACHINING II (CC 103) GRADES: 11-12
AM OR PM (DAILY) 5784
A one year course for second year students providing more in-depth study of skills learned in Precision Machining I with a stronger focus in CNC setup/operation/programming. Activities include precision set-up and inspection work as well as machine shop calculations. Students will develop skills in advanced machining and measuring parts involving tighter tolerances and more complex geometry. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing. Students will need to provide some basic tools including safety glasses, welding helmet, leather welding gloves and tape measure. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters. A possible 6-week internship placement with local automotive service repair related businesses could be available during the senior year.

Health Science Cluster

FIRE & RESCUE I (CC) GRADES 11-12
AM OR PM (DAILY) 5820
A one year course for first year students. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum. Firefighters and emergency services workers help protect the public against dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. Students in this class will learn to use extinguishers, protective equipment, SCBA (breathing apparatus), ropes and knots, rescue techniques, ladders, hoses, ventilation, water supply, sprinkler systems, salvage and overhaul, alarms and communications, hazardous materials, electronic and gas hazards, pump operation, and infectious diseases and control. TEAMWORK and RESPONSIBILITY are stressed throughout this program. Length of Course: 2 semesters. (COULD BE AM AND PM IF ENROLLMENT ALLOWS)

FIRE & RESCUE II (CC) GRADES 11-12
AM OR PM (DAILY) 5826
A one year course for second year students. Continuation of Fire and Rescue I. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum. Length of Course: 2 semesters. (COULD BE AM AND PM IF ENROLLMENT ALLOWS)

HEALTH SCIENCE EDUCATION I (CC) GRADES: 10-12
AM OR PM (DAILY) 5282
A one year course for first year students. This course introduces students to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, an introduction to health care systems, anatomy, physiology, and medical terminology. Lab experiences are organized and planned around the activities associated with the student's career objectives. Job seeking and personal management skills, self-analysis to aid in career selection and completion of the application process for admission into a post-secondary program of their choice are also included in this course. Students will participate in the Health Occupations Students of America. Successful completion of this course provides students with CPR/First Aid Certification. The learning environment will include simulated in-school laboratory experiences, job shadowing, and guest speakers. Professional traits are taught which could apply to any career. College credit may be earned through Ivy Tech Community College. Length of Course: 2 semesters.
HEALTH SCIENCE EDUCATION II (CC)  GRADE: 12
AM OR PM (DAILY)  5284
A one year course for second year students. An extended laboratory experience at the student's choice of clinical site designed to provide students the opportunity to assume the role of a health care provider and practice technical skills previously learned in the classroom, including information on the health care system and employment opportunities at a variety of entry levels, an overview of the health care delivery systems, health care teams and legal and ethical considerations. Prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses. Provides students with the knowledge, attitudes, and skills needed to transition from school to work in health science careers. Involvement in HOSA, the health science student organization, encourages development of leadership, communication, community service and health care related skills. Students will participate in Health Occupations Students of America. Simulated in-school laboratory experiences are a part of this course. The second semester practicum is designed to provide students with the knowledge, attitudes, and skills needed to make the transition from school to work. The course content includes job seeking skills, personal management skills, career choice skills, and post-secondary application processes. The second semester practicum in community health care facilities will provide students with opportunities to practice the technical skills previously learned in the classroom. This practicum is scheduled upon the recommendation of the instructor. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters. Recommended previous coursework: Biology and have at least a C average in academic subjects or successful completion of the competencies in Introduction to Health Care Systems with instructor recommendation. Length of Course: 2 semesters.

COSMETOLOGY I  GRADES 11-12
PM (DAILY) INDIANA COSMETOLOGY ACADEMY
MONDAY-FRIDAY 12:30 - 4:30 PM  5802
A first year course offering an introduction to cosmetology with emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring business and personal ethics, and bacteriology and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. State of Indiana requires a total of 1500 hours of instruction for licensure. Upon acceptance into the program, students will need to provide uniform, shoes, and their own transportation. The cost to students will be approximately $500.00. During the senior year of the program, some Saturday hours will be required. Length of course: 2 years. (1,500 hours.)

CULINARY ARTS AND HOSPITALITY MANAGEMENT (CC)  GRADES: 11-12
AM OR PM (DAILY)  5440
A one year course for first year students. Prepares students for occupations and higher education programs of study. Topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; application of sanitation and safety principles to maintain safe and healthy food service and hospitality environments; use and maintenance of related tools and equipment; and application of management principles. Students will learn to operate a commercial kitchen where they select and prepare foods, serve customers, alter recipes, use quantity cookery, decorate cakes, and cater special events. General restaurant management is stressed while students learn portion control, cashier responsibilities, cleanliness standards, and safety procedures. Students prepare and serve meals to the public in a restaurant setting. Students are required to attend 2 evening functions: the HHCC Fall Open House and the Spring Awards Ceremony. Foods-related field trips are taken 2-3 times a year. Students in this program work closely with local chefs. Students participate in a one-week internship experience as well as compete in regional and state cooking contests. Length of course: 2 semesters. A notebook, recipe file, cake decorating kit, a chef's coat, and a chef's hat will be needed during the program.
ADVANCED CULINARY ARTS (CC)  GRADES: 11-12  
AM OR PM (DAILY)  5346
A one year course for second year students. Prepares students for occupations and higher education programs of study. Arts builds upon skills and techniques learned in Culinary Arts and Hospitality Management. Topics for this advanced course include: basic baking theory and skills, introduction to breads, introduction to pastry arts, nutrition, nutrition accommodations and adaptations, cost control and purchasing, and current marketing and trends. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition, aesthetic, and sanitary selection; purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; baking and pastry arts skills; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; and related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two, which must be successfully completed before enrolling in this advanced course. Length of Course: 2 semesters.

EARLY CHILDHOOD EDUCATION I (CC)  GRADES: 11-12  
AM OR PM (DAILY)  5412
A one year course for first year students. Prepares students for employment in early childhood education from birth to 8 years (3rd grade). Examines basic principles of child development, planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters.

EARLY CHILDHOOD EDUCATION II (CC)  GRADES: 12  
AM OR PM (DAILY)  5406
A one year course for second year students. A sequential course that builds on the foundational knowledge and skills of Early Childhood Education I. Students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of ECE II include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or "on-the-job" in community-based early childhood education centers, or in a combination of the two. Second year students will work in the lab setting the first half of the school year. They will be taking a more active part in planning, leading and supervising activities. During the second half of the year, students will intern with childcare providers. When possible these providers will be within the student's local community. All student contact with small children will be supervised by an adult. An annual TB test, a physical, and CPR training sessions are a required segment of this program. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters.
Information Technology Cluster

COMPUTER TECHNOLOGY SUPPORT (CC)  GRADE: 11-12
CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS  5530
Support allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. Successful completion of this course may qualify the student to earn credit at Ivy Tech Community College. Length of class: 2 semesters. A possible 6-week internship placement could be available during the senior year.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (CC)  GRADES: 11-12
CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS  4528
Information Communication and Technology introduces students to the physical components and operation of computers. Technology is used to build students decision-making and problem-solving skills. Students should be given the opportunity to seek an industry-recognized digital literacy certification. Length of class: 2 semesters. (PM only)

Interdisciplinary Cooperative Education

INTERDICIPLINARY COOPERATIVE EDUCATION (CC)  GRADE: 12
CHECK WITH YOUR COUNSELOR FOR SCHEDULING OPTIONS  5902
TAKEN CONCURRENTLY WITH TECHNICAL AREA COURSE
Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The following two components must be included as part of the Interdisciplinary Cooperative Education course. Related Instruction, that is classroom based, shall be organized and planned around the activities associated with the student’s individual job and career objectives in a career cluster area; and shall be taught during the same semesters as the student is receiving on-the-job training. On-the-Job Training is the actual work experience in an occupation in any one of the Indiana career clusters that relates directly to the student’s career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. Recommended Grade Level: 12.
Required Prerequisite: A minimum of 4 credits in a logical sequence of courses from program areas related to the student’s career pathway. Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution. Length of Course: 2 semesters