

# Table of Contents

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<b>General Guidance and Graduation</b> .....	<b>1</b>
Indiana Core 40 Diploma Requirements.....	2
Core 40 w/ Academic Honors Diploma.....	3
Core 40 w/ Technical Honors Diploma.....	3
Employability Skills Requirements.....	4
Postsecondary Readiness Requirements.....	5
Valedictorian & Salutatorian Status.....	6
Minimum Credit Requirement.....	6
College Preparatory Curriculum Requirements.....	6
Vocational Curriculum Requirements.....	6
Ivy Tech Dual Credit.....	7
Advanced College Project (ACP) Eligibility.....	7
College Credit for Advanced Placement (AP) Courses.....	7
Note about AP, ACP, & Dual Credit.....	7
Weighted GPA for Class Rank.....	8
Advanced Placement (AP) & Dual Credit.....	9
Indiana Statewide Transfer Core Certificate.....	10
NCAA Student Athlete Information.....	11
Counselor’s Update and Information.....	12
<b>English</b> .....	<b>13</b>
<b>Math</b> .....	<b>14</b>
<b>Science</b> .....	<b>16</b>
<b>Social Studies</b> .....	<b>17</b>
<b>Foreign Language</b> .....	<b>18</b>
<b>Fine Arts</b> .....	<b>19</b>
<b>Physical Education/Health</b> .....	<b>21</b>
<b>Business</b> .....	<b>22</b>
<b>Family and Consumer Sciences</b> .....	<b>23</b>
<b>Agriculture</b> .....	<b>24</b>
<b>Technology</b> .....	<b>26</b>

# Indiana Core 40 Diploma Requirements

<b>English/ Language Arts</b>	<b>8 credits</b> Including a balance literature, composition, and speech
<b>Mathematics</b>	<b>6 credits</b> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II  All students are required to take a math or physics course during their junior or senior year.  Additional credits in Pre-Calculus/Trigonometry, AP Calculus, Discrete Mathematics, Probability and Statistics, or AP Statistics
<b>Science</b>	<b>6 credits</b> 2 credits: Biology I, 2 credits: Chemistry I, Physics I, or Integrated Chemistry-Physics  2 additional credits from Chemistry, Physics, Earth & Space Science, Advanced Biology, Advanced Chemistry, Advanced Physics, or Advanced Environmental Science
<b>Social Studies</b>	<b>6 credits</b> 2 credits: World History & Civilization or Geography & History of the World, 2 credits: US History, 1 credit: US Government, 1 credit: Economics
<b>PE I &amp; II</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>Directed Electives</b>	<b>5 credits</b> World Languages Fine Arts Career/Technical
<b>Electives</b>	<b>9 credits</b>
<i>Eastern Total</i>	<b>43 credits</b>

Graduation requirements also include:

- Students must take a math or quantitative reasoning course each year in high school.
- Students must also meet requirements under the Employability Skills and Postsecondary Readiness areas.

# Core 40 Diploma w/ Academic Honors Designation

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- o Complete all requirements for Core 40 regular diploma
- o Earn 2 additional Core 40 math credits
- o Earn 2 Core 40 Fine Arts credits
- o Earn 6-8 Core 40 world language credits  
(6 credits in one language or 4 credits each in two languages)
- o Earn a grade of “C” or better in courses that will count toward the diploma
- o Have a grade point average of “B” or better
- o Complete one of the following:
  - Complete 2 AP courses (4 credits) and take corresponding AP exams
  - Earn a composite score of 1250 or higher on the SAT with a minimum score of 560 on math and 590 on evidence-based reading and writing
  - Score a composite score of 26 or higher on the ACT
  - Earn 6 college credits in dual credit courses from the approved list
  - Earn a combination of 2 credits in AP course and corresponding AP exams *and* a minimum of 3 college credits from the dual credit list

# Core 40 Diploma w/ Technical Honors Designation

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- o Complete all requirements for Core 40 regular diploma
- o Complete a career-technical program (8 or more related credits)
- o Earn a grade of “C” or better in courses that will count toward the diploma
- o Have a grade point average of a “B” or better
- o Complete two of the following, one must be A or B:
  - Score at or above the following levels on WorkKeys: Reading for Information – Level 6; Applied Mathematics – Level 6; Locating Information – Level 5
  - Complete dual high school/college credit courses in a technical area (6 college credits)
  - Complete a Professional Career Internship course or Cooperative Education course (2 credits)
  - Complete an industry-based work experience as part of two-year technical education program (minimum 140 hours)
  - Earn a state-approved, industry-recognized certification

# Employability Skills

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Starting with the Class of 2023, all students must complete requirements under ***one*** of the following Employability Skills experiences. Students may complete this requirement at any point during their four years in high school. Students will receive necessary paperwork after notifying the guidance office of chosen track.

## **Project-Based Learning**

Project-Based Learning allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question. Students must make their work public by displaying, explaining, and/or presenting it to people beyond the classroom. *Projects may be completed through class work and must have teacher approval/verification to count towards graduation requirement.* Examples of Project-Based Learning include:

- Family and Consumer Sciences – Luncheons/Dinners for families in the community
- Technology – Construction models or assistance with larger construction projects
- Business – Web-based products or marketing materials that may be used throughout the school or community
- Agriculture – Conservation presentation as related to Natural Resources

## **Service-Based Learning**

Service-Based Learning can be classified by three core components: (1) integrating academic study with service experience; (2) reflecting larger social, economic, and societal issues; and (3) collaborative efforts between students, schools, and community partners. Service-Based Learning is not simply completing community service hours but integrating service with academic principles. Focus should be on leadership, mentorship, and motivation. *All completed SBL's must also include a verification form from a coach, sponsor, etc. and a student-written reflection of how the project assisted them in personal growth/leadership skill building.* Examples of Service-Based Learning include:

- Service projects completed through clubs/organizations
- Athletic participation (1 full season)
- Music participation (1 full academic year)
- Community service activities for at least 6 months

## **Work-Based Learning**

Work-Based Learning involves an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. Work-Based Learning supports entry or advancement in a particular career field and collaboration with employer partners. *Students must present a signed verification form from the employer to document completion of this graduation requirement.* Examples of Work-Based Learning include:

- Registered Apprenticeship
- Cooperative Learning
- Internship
- On-the-job Training
- Employment
- Summer Agricultural Experience

# Postsecondary Readiness Competencies

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Starting with the Class of 2023, students will be required to successfully complete **one** of the following Postsecondary Readiness Competencies:

## **Honors Diploma**

Completion of Academic Honors or Technical Honors diploma requirements

## **ACT**

Students must meet 2 of the 4 score requirements outlined below:

- English score of 18 OR Reading score of 22
- Math score of 22 OR Science score of 23

## **SAT**

Students must meet both individual scores. Test results can be super-scored across multiple attempts.

- Reading/Writing score of 480 AND Math score of 530

## **ASVAB**

Students must obtain minimum military entrance score.

- Minimum score of 31

## **Apprenticeship**

Student must participate in a federally recognized program that can serve as dual purpose to also complete the Employability Skills requirement.

## **AP or Dual Credit Coursework**

- Student must earn a C average or higher in at least three (3) courses.
- One (1) of the three (3) courses must be in a core content area (English, math, science, and social studies) OR be part of a Career & Technical Education concentrator.

## **Career & Technical Education Concentrator**

- Must earn a C average of high in at least two non-duplicative advanced courses (non-introductory) within a state approved CTE pathway (program of study).
- Eastern Greene High School has CTE Concentrator pathway options in agriculture, technology, business, and family consumer sciences.
- Please see CTE pathway handouts for more information on required coursework.

## **Industry Certification**

- Students attending Hoosier Hills Career Center have an opportunity to earn industry certification depending on program selection and successful completion of testing requirements.

# Valedictorian & Salutatorian Status

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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. Starting with the class of 2015, weighted GPA will be used to determine Valedictorian and Salutatorian status.

## Minimum Credit Requirement

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Eastern Greene High School students are required to be enrolled in at least 6 credited classes to remain a student in good standing. Exceptions to this are off-campus college courses, other advanced study opportunities or special programs. To be promoted to the next grade, students must have the following minimum credits:

10<sup>th</sup> - 10 credits

11<sup>th</sup> - 20 credits

12<sup>th</sup> - 30 credits

## College Preparatory Curriculum Requirements

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Choosing courses for the college preparatory curriculum can be somewhat confusing based on the fact that different colleges have different requirements for admissions. Generally, it is recommended that students prepare by taking as many courses as possible in the following areas during four full years of high school: English, mathematics, science, social studies, and world language. **Check with counselors and college admissions websites for the specific requirements of any particular college or school in which you have an interest.** Colleges evaluate your transcript for grades and level of academic rigor. Additionally, most colleges require that you rank in the top half of your class and score at their acceptable level on the SAT or ACT. Four-year colleges in Indiana require students to complete a Core 40, Academic Honors, or Technical Honors Diploma. There may be other specific requirements for certain schools and majors.

**In order to promote a college preparatory curriculum, students are limited to one of the following courses each semester:** Peer Tutoring; Study Hall; Library Assistant; Office/Classroom Assistant (*Exceptions can be made on a case-by-case basis with administrative approval.*)

## Vocational Curriculum Requirements

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Students interested in a vocational curriculum should plan the courses they take during their freshman and sophomore years so that they will have the background subjects that may be prerequisites for entering a vocational school program as a junior. Vocational and technical programs are offered through the Hoosier Hills Career Center. These students take three courses each semester at Eastern Greene High School as juniors and/or seniors and three hours at the vocational school in the program they have chosen. It is very important to pass all courses during the freshman and sophomore years in order to stay on schedule for graduation and to be eligible for a vocational program. Students must also maintain passing grades at EGHS while attending Hoosier Hills or risk being removed from vocational school until they are back on track for graduation. Vocational course listings are located in the last section of this book. Students may be eligible for dual credit or work-based certificates depending on program and success. Please contact Hoosier Hills Career Center for more information.

# Ivy Tech Dual Credit

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In order for students to receive dual credit through Ivy Tech, students must meet the pre-requisites outlined by Ivy Tech for each class. Students must also receive a C- or higher in the class to receive the credit. Accuplacer testing will be conducted at Eastern Greene High School to determine a student's eligibility for credit if testing is needed.

Most courses require a minimum score of 80 in Sentence Skills and 76 in Reading to receive credit. Necessary mathematics minimum scores vary by course. For a comprehensive list of requirements, please see the guidance department.

## Advanced College Project (ACP) Eligibility

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In addition to successfully completing the ACP course, students must earn a **3.3 cumulative G.P.A.** (on a weighted 4.0 scale) to be eligible to enroll and to earn IU college credit in the course.

For information regarding the transfer of ACP credit to other colleges and universities, go to [www.acp.indiana.edu](http://www.acp.indiana.edu).

## College Credit for Advanced Placement (AP) Courses

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Indiana's Advanced Placement (AP) law states that beginning with the 2011 AP exams, students that earn a score of 3 or higher shall receive college credit toward their degree if they attend any Indiana public institution of higher education; this includes all two and four year schools and any accompanying satellites. Indiana public institutions of higher education may require a score higher than 3 to award credit for a course that is part of the student's major, but students will still receive elective credit that counts toward their overall degree requirements to graduate from college. Indiana public institutions of higher education will fully articulate how each AP course and exam score will distribute within and outside of major fields for students.

Visit [www.TransferIN.net](http://www.TransferIN.net) to for a list of college courses (and number of college credits) specific colleges will grant for a given AP exam score.

## A Note About AP, ACP, and Dual Credit Courses

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While students are encouraged to select a rigorous, college-prep curriculum in order to better prepare themselves for postsecondary studies, we encourage students who choose to enroll in AP, ACP, and dual high school/college credit courses to fully understand the high level of expectation involved with a college-level course. Because AP, ACP, and dual high school/college credit courses are college-level courses, teachers are expected to hold students accountable to a college-level curriculum; this often means that compared to high school courses, the AP/ACP/dual credit course will move at a faster pace and will often result in more homework. Students are expected to apply a higher level of critical thinking and application skills. Students should also keep in mind that in addition to having the opportunity to earn college credits, students generally feel much better prepared for courses they take in college having taken an AP, ACP, and/or dual credit course.

# Weighted GPA for Class Rank

Eastern Greene High School is committed to providing many college prep and dual credit courses to our students. We aim for our students to take the most rigorous courses that their skill set and academic ability will allow. As a result, we will encourage and push our students to take these courses. Eastern Greene High School recognizes that not all college prep and dual credit courses are of the same rigor. As a result, we have classified our weighted classes into two categories. Courses categorized as a level 1 rigor class will receive a .5 quality point. Courses categorized as a level 2 rigor class will receive a 1.0 quality point. The table below displays the point scale for each category, as well as, the identified Eastern Greene High School courses for each category.

**AP courses will NOT be weighted unless the student takes the corresponding AP exam in May.**

Level of Rigor	Quality Point	Point Scale	Courses in this Category
1	.5	A = 4.5 A- = 4.16 B+ = 3.83 B = 3.5 B- = 3.16 C+ = 2.83 C = 2.5 C- = 2.16 D+ = 1.83 D = 1.5 D- = 1.16 F = 0.00	<ul style="list-style-type: none"> <li>• College Algebra ACP</li> <li>• Pre-Calculus</li> <li>• Trigonometry</li> <li>• Survey in Biotechnology</li> <li>• Survey of Good Manufacturing Practices</li> <li>• Earth and Space Science</li> <li>• Chemistry II</li> <li>• Digital Applications</li> <li>• Principles of Business Management</li> <li>• AG Animal Science</li> <li>• AG Natural Resources</li> <li>• AG Landscape Management</li> <li>• AG Power, Structure, and Tech</li> <li>• Agribusiness Management</li> <li>• Spanish III</li> <li>• French III</li> <li>• Intro to Engineering Design</li> <li>• Principles of Engineering</li> <li>• Construction Trades I</li> </ul>
2	1.0	A = 5.0 A- = 4.66 B+ = 4.33 B = 4.0 B- = 3.66 C+ = 3.33 C = 3.0 C- = 2.66 D+ = 2.33 D = 2.0 D- = 1.66 F = 0.00	<ul style="list-style-type: none"> <li>• AP Physics I</li> <li>• AP Environmental Science</li> <li>• AP Biology</li> <li>• AP Calculus AB</li> <li>• AP Calculus BC</li> <li>• AP English Language</li> <li>• English 12 Composition and Literature</li> <li>• English 12 ACP</li> <li>• AP Computer Science</li> <li>• US Government Honors</li> <li>• AP US History</li> <li>• Spanish IV</li> <li>• French IV</li> </ul>



# Advanced Placement (AP) & Dual Credit

EGHS Advanced Placement (AP) Courses	Fee
AP Calculus AB	\$8
AP Calculus BC	\$8
AP Computer Science	\$8
AP Environmental Science	\$8
AP Biology	\$8
AP Physics	\$8
AP English Language	\$8
AP US History	\$91

\*\*AP exam fees for math and science are covered by the IDOE, but are subject to change.

**Note: ALL students taking an AP course will be required to take the corresponding AP exam.**

EGHS Dual Credit Courses	College/Course	# of College Credits	Fees ('18-'19)
English 12 Composition and Literature Semester 1	Ivy Tech (ENGL 111)	3	None
English 12 Composition and Literature Semester 2	Ivy Tech (ENGL 206)	3	None
ACP English 12 – Reading, Writing, and Literary Interpretation	IU (ENG W131 and ENG L202)	6	\$150
Calculus I	Ivy Tech (MATH 211)	4	None
Calculus II	Ivy Tech (MATH 212)	4	None
Pre-Calculus	Ivy Tech (MATH 136)	3	None
Trigonometry	Ivy Tech (MATH 137)	3	None
College Algebra/Trigonometry	IU (MATH 025 and MATH 026)	6	\$150
Agribusiness Management	Ivy Tech (AGRI 102)	3	None
Agriculture – Animal Science	Ivy Tech (AGRI 103)	3	None
Agriculture – Natural Resources	Ivy Tech (AGRI 115)	3	None
Agriculture – Landscape Management	Ivy Tech (AGRI 164)	3	None
Agriculture – Power, Structure, and Technology	Ivy Tech (AGRI 106)	3	None
Introduction to Engineering Design	Ivy Tech (DESN 101)	3	None
Principals of Engineering	Ivy Tech (DESN 104)	3	None
Construction Trades I	Credit Pending		None
Chemistry II	Ivy Tech (CHEM 101)	3	None
Earth and Space Science	Ivy Tech (SCIN 100)	3	None
Survey in Biotechnology	Ivy Tech (BIOT 100)	3	None
Survey of Good Manufacturing Practices	Ivy Tech (BIOT 102)	3	None
Digital Applications and Responsibilities	Ivy Tech (CINS 101)	3	None
Principles of Business Management	Ivy Tech (BUSN 105)	3	None
French III	Ivy Tech (FREN 101 and FREN 102)	8	None
French IV	Ivy Tech (FREN 201 and FREN 202)	6	None
Spanish III	Ivy Tech (SPAN 101 and SPAN 102)	8	None
Spanish IV	Ivy Tech (SPAN 201 and SPAN 202)	6	None
US Government Honors	Ivy Tech (POLS 101)	3	None
US History Honors	Ivy Tech (HIST 101 and HIST 102)	6	None
Hoosier Hills Career Center	Varies on Program	6	None

**Note: Students taking a Dual High School/College course to satisfy the Core 40 with Academic Honors Diploma requirement must apply for and earn the corresponding college credits.**

# Indiana Statewide Transfer Core Certificate

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Starting with the Class of 2017, Eastern Greene High School and Ivy Tech Community College have partnered to offer students the opportunity to earn a Statewide Transfer General Education Core (STGEC) certificate upon high school graduation. This program requires students to earn 30 dual credits and obtain a certificate from Ivy Tech at graduation that the student is then able to transfer to other colleges or universities in Indiana. Students will be honored during senior awards night and have the opportunity to attend Ivy Tech's spring commencement ceremonies. Juniors that are on track to receive this certificate will be notified during the spring semester.

The following requirements must be satisfied in order for the student to be eligible for this certificate:

## 3 credits – Written Communication

English Composition (ENGL 111 – Ivy Tech)  
Reading, Writing, and Lit (ENG W131 – Indiana U)

## 3 credits – Speaking and Listening

Intro to Communications (COMM 101 – Ivy Tech)  
\*Ivy Tech SUMMER ONLY Course\*

## 3 – 9 credits – Quantitative Reasoning

College Algebra/Trigonometry (MATH 025/MATH 026 – IU)  
Pre-Calculus/Trigonometry (MATH 136/MATH 137 – Ivy Tech)  
Calculus I (MATH 211 – Ivy Tech)  
Calculus II (MATH 212 – Ivy Tech)

## 3 – 10 credits – Scientific

Chemistry II (CHEM 101 – Ivy Tech)  
Biology AP (Advanced placement, *3 or higher required on exam*)  
Physics I AP (Advanced placement, *3 or higher required on exam*)  
Earth/Space Science (SCIN 100 – Ivy Tech)

## 3 – 9 credits – Social and Behavioral

US History AP (HIST 101 – Ivy Tech)  
US History AP (HIST 102 – Ivy Tech)  
US Government Honors (POLS 101 – Ivy Tech)

## 3 – 9 credits – Humanistic

Introduction to Literature (ENGL 206 – Ivy Tech)  
French III (FREN 101 and FREN 102 – Ivy Tech)  
French IV (FREN 201 and FREN 202 – Ivy Tech)  
Spanish III (SPAN 101 and SPAN 102 – Ivy Tech)  
Spanish IV (SPAN 201 and SPAN 202 – Ivy Tech)

\*Please note, all dual credit eligibility requirements apply including minimum GPA and testing scores.

\*\*Any requirements satisfied through an IU ACP course will require students to send official Indiana University transcripts to Ivy Tech Bloomington. See Guidance for additional assistance.

# NCAA Student Athlete Information

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## **FRESHMAN AND SOPHOMORES**

- Start planning now!
- Work hard to get the best grades possible.
- Most high schools have a List of NCAA Courses. Take classes that match your high school's List of NCAA Courses. The NCAA Eligibility Center will use only approved core courses to certify your initial eligibility.
- You can access and print your high school's List of NCAA Courses at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Click the NCAA College-Bound Student-Athlete link to enter and then navigate to the "Resources" tab and select "U.S. Students" where you will find the link for the List of NCAA Courses.
- At the beginning of your sophomore year, complete your online registration at <http://www.eligibilitycenter.org>.
- If you fall behind, do not take short cuts. Classes you take must be four-year College preparatory and must meet NCAA requirements.

## **JUNIORS**

- Register to take the ACT, SAT or both and use the NCAA Eligibility Center code "9999" as a score recipient. Doing this sends your official score directly to the NCAA Eligibility Center.
- Continue to take college preparatory courses. Double check to make sure the courses you have taken match your school's List of NCAA Courses.
- Ask your high school counselor to send an official transcript to the NCAA Eligibility Center after completing your junior year. If you have attended more than one high school, the NCAA Eligibility Center will need official transcripts from all high schools attended. (The NCAA Eligibility Center does NOT accept faxed or emailed transcripts/test scores.) The NCAA Eligibility Center does accept transcripts electronically through Docufile/Parchment.
- Before registering for classes for your senior year, check with your high school counselor to determine the number of core courses that you need to complete your senior year.

## **SENIORS**

- Take the ACT and/or SAT again, if necessary. The NCAA Eligibility Center will use the best scores from each section of the ACT or SAT to determine your best cumulative score.
- Continue to take college-preparatory courses.
- Check the courses you have taken to match your school's List of NCAA Courses.
- Review your amateurism responses and request final amateurism certification on or after April 1 (for fall enrollees) or October 1 (for spring enrollees).
- Continue to work hard to get the best grades possible. Graduate on time (in 8 academic semesters).
- After graduation, ask your high school counselor to send your final transcript to the NCAA Eligibility Center with proof of graduation. The NCAA Eligibility Center accepts transcripts electronically through Docufile/Parchment.
- Certifications will only be performed for student-athletes placed on an NCAA Division I or II institution's request list.

# Counselor's Update

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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.

In order to receive high school credit for Algebra 1, an 8th grade student must earn at least a B- or higher for each semester. (Note: No credit will be given for either semester unless the student earns a C or higher both semesters.)

***This credit taken in 8<sup>th</sup> grade will not count towards the required math credits for graduation unless being applied to the Academic or Technical Honors Diploma.***

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. Indiana University ACP and Ivy Tech Dual Credit courses will apply toward high school graduation as long as testing and grade requirements are met. **If a student signs up for an ACP or AP course, they will not be allowed to drop the course for any reason.**

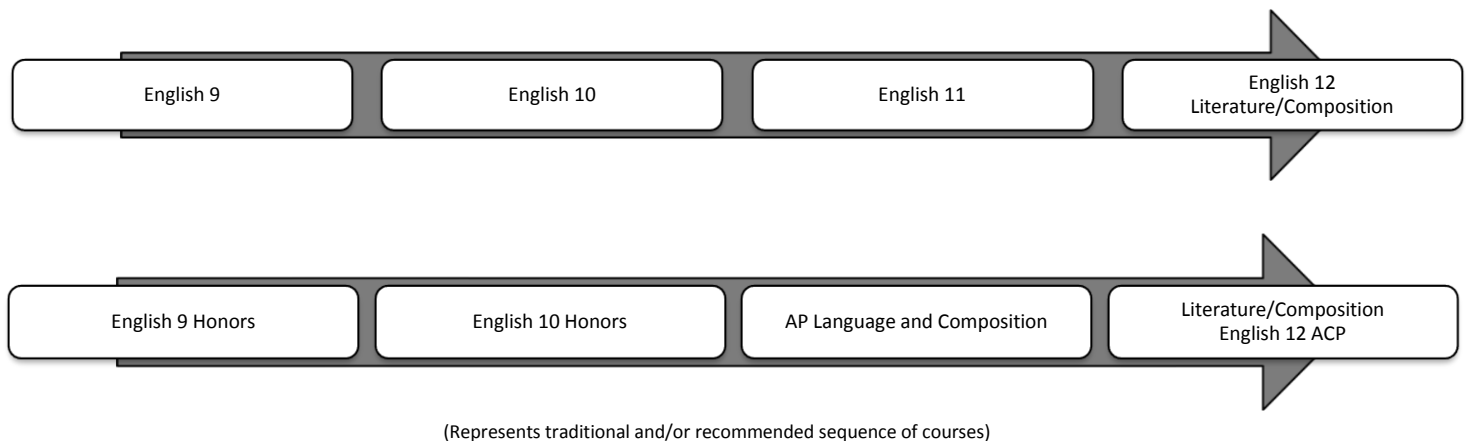
## Counselor

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Ms. Willey welcomes the opportunity for students to ask for help with any academic or social 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.

# English



## **ENGLISH 9 [#1002]**

*9<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: None*

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 balances with nonfiction. Students write 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.

## **ENGLISH 9 HONORS [#1002H]**

*9<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: Minimum Grades & Test Scores*

English 9 Honors is designed to build onto Indiana Academic Standards for English/Language Arts in grade 9. Designed for students who are looking forward to post-secondary education, this course incorporates more analytical and complex reading and writing. The class moves at a quick pace, so students are expected to be motivated and responsible.

## **JOURNALISM [#1086]**

*9<sup>th</sup> - 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: “C” or better in previous English classes*

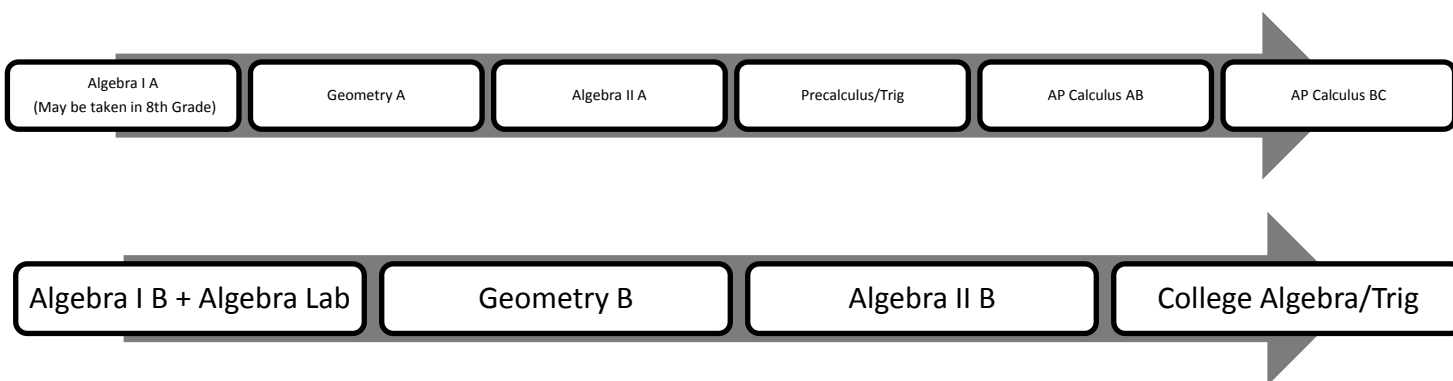
This course is designed to encourage students to become effective in gathering information, conducting interviews, writing news, writing creative pieces, and editing.

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.

# Math



(Represents traditional and/or recommended sequence of courses)

## **ALGEBRA I A [#2520A]**

*9<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: None*

Algebra IA 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. Homework: 30-45 minutes daily

## **ALGEBRA I B [#2520B]**

*9<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: Concurrent enrollment with Alg. I B Lab*

Algebra IB provides students with an introduction to basic algebraic concepts. It covers many of the same topics covered in Algebra IA, 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, exponential functions, and quadratics. Students are allowed to use their notes on quizzes. Students are required to have a scientific calculator.

Homework: 30-45 minutes daily

## **ALGEBRA I B LAB [#2516]**

*9<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: Concurrent enrollment with Alg. I B*

Algebra I B Lab is a mathematics support course for Algebra I B. 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 I B Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra I B Lab combines standards from high school courses with foundational standards from the middle grades. Also, Algebra I B Lab will provide extra time for students to practice concepts discussed in Algebra I B.

## **ALGEBRA II A [#2522A]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: Algebra I*

Algebra IIA is a course which expands on the topics of Algebra IA 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.

## **GEOMETRY A [#2532A]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: Algebra I*

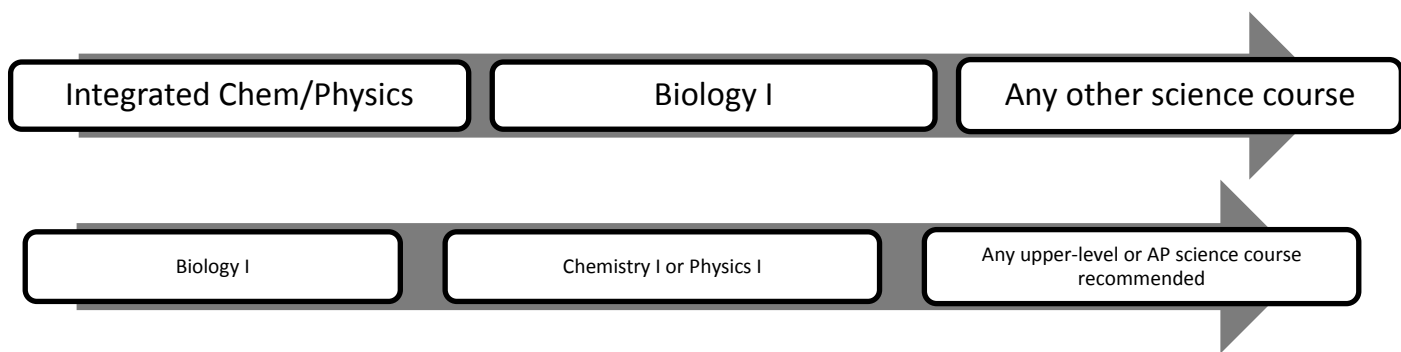
Geometry A provides students with experiences that deepen the understanding of two- and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Topics include: points, lines, angles, and planes; polygons, with a special focus on quadrilaterals, triangles, and right triangles; circles; polyhedral 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.

# Science

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(Represents traditional and/or recommended sequence of courses)

## **INTEGRATED CHEMISTRY-PHYSICS [#3108]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: 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.

## **BIOLOGY I [#3024]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

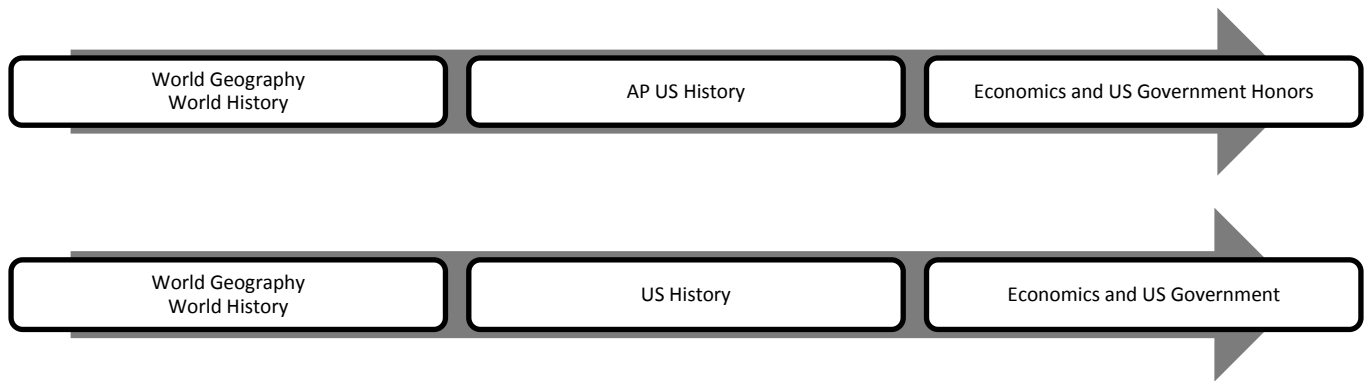
*2 Credits*

*Prerequisites: None*

Biology I provides a study of the structures and functions of living organisms and their interactions with their environment. This study explores cellular structure and function, matter cycles and energy transfer, interdependence, inheritance of traits, and evolution. Students will also have the opportunity to gain an understanding of the history and development of biological knowledge and investigate biological questions and problems related to personal needs and social issues.



# Social Studies



(Represents traditional and/or recommended sequence of courses)

## **GEOGRAPHY AND HISTORY OF THE WORLD [#1570]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: None*

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. They 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 predictions 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 21<sup>st</sup> Century.

## **WORLD HISTORY & CIVILIZATION [#1548]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: None*

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.

# Foreign Language

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## **SPANISH I [#2120]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: C+ or higher in English or Teacher Approval*

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.

## **FRENCH I [#2020]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: None*

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.
1. 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.

# Fine Arts

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## **ADVANCED BAND [#4170]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: Successful completion of Jr. High Band*

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 Concert, Boys/Girls Basketball games, High School Graduation, and any other performances agreed upon by the band director and the Eastern High School Administration.

**Suggested performances include:** Marching band, ISSMA Solo & Ensemble Contest, and any other performance opportunities in the community.

## **ADVANCED CHOIR [#4188]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: Successful completion of Jr. High Choir*

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.

## **ADVANCED ORCHESTRA [#4174]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: Successful completion of Jr. High Orchestra*

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.

## **INTRODUCTION TO 2D ART [#4000]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: None*

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.

## **INTRODUCTION TO 3D ART [#4002]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: None*

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. Students will be chosen by past class efforts and submit drawings or e-photos of work. Students will be expected to be highly motivated and to have an interest in art beyond high school. Students will look at current artists and works, as well as, traditional visual art. Students will also be expected to work out of class on assignments. The two main goals of this class will include completion of a portfolio and art that is worthy of public display. Areas of work will include:

- 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.

## **VISUAL COMMUNICATION [#4086]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: None*

Visual Communication is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

# Physical Education/Health

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## **PHYSICAL EDUCATION I & II [#3542/3544]**

*9<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: None*

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.

# Business

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## **DIGITAL APPLICATIONS AND RESPONSIBILITIES [#4528]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: None*

Digital Applications and Responsibilities 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 mini-baskets/in-basket projects. Areas of instruction include advanced applications and integration of a professional suite and the use of emerging technology.

*\*This course can be taken for Ivy Tech dual credit.\**

*\*\*In order to receive college credit for this course, you must have a minimum PSAT, SAT, or Accuplacer score and a C- or higher\*\**

CINS 101 [Both semesters] = 3 credits

## **PERSONAL FINANCE [#4540]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*1 Credit*

*Prerequisites: None*

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understanding banking, budgeting, record-keeping and managing risk, insurance, and credit card debt.

## **WEB DESIGN [#4574]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*1 Credit*

*Prerequisites: None*

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.

## **INTRODUCTION TO COMPUTER SCIENCE [#4803]**

*9<sup>th</sup> – 10<sup>th</sup> Grade*

*1 Credit*

*Prerequisites: None*

Introduction to Computer Science allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

# Family and Consumer Sciences

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## **INTRODUCTION TO FASHION AND TEXTILES [#5380]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*1 Credit*

*Prerequisites: None*

Introduction 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 takes the students on a field trip to Goodwill to purchase item(s) to upcycle into their own unique designs.

## **INTERPERSONAL RELATIONSHIPS [#5364]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*1 Credit*

*Prerequisites: None*

Interpersonal Relationships addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and the impacts on relationships.

## **CHILD DEVELOPMENT [#5362]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*1 Credit*

*Prerequisites: None*

Child Development is an introductory course for students interested in careers relating to infants and young children. This course addresses issues from conception and the prenatal development to age 1. Students will study prenatal development, birth, and the growth and development of children. There are concrete mathematics and language art proficiencies included in this coursework. 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 education in all career areas related to children.

## **ADVANCED CHILD DEVELOPMENT [#5360]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

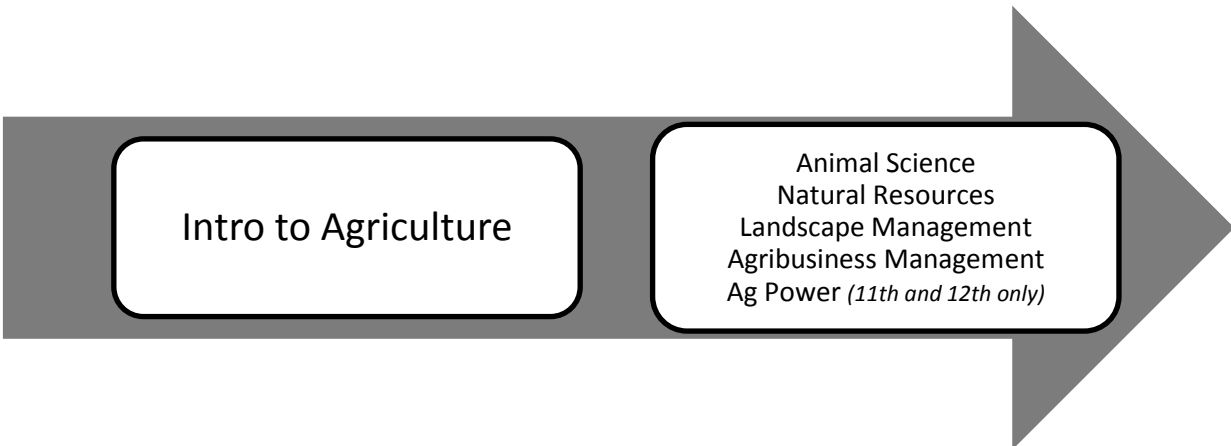
*1 Credit*

*Prerequisites: Passing grade in Child Development*

Advanced Child Development is for those students interested in life foundations, academic enrichment, and the development of children. This course addresses issues of children from ages 2 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 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.

# Agriculture

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## **INTRODUCTION TO AGRICULTURE EDUCATION, FOOD, AND NATURAL RESOURCES [#5056]**

9<sup>th</sup> – 12<sup>th</sup> Grade

2 Credits

Prerequisites: None

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, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, food and natural resources.

## **AGRIBUSINESS MANAGEMENT [#5002]**

9<sup>th</sup> – 12<sup>th</sup> Grade

2 Credits

Prerequisites: Intro to Agriculture

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.

\*This course can be taken for Ivy Tech dual credit.\*

\*\*Students must pass the course with a C- or better to receive that credit\*\*

AGRI 102 [Both semesters] = 3 credits

## **ANIMAL SCIENCE [#5008]**

9<sup>th</sup> – 12<sup>th</sup> Grade

2 Credits

Prerequisites: Intro to Agriculture

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.

\*This course can be taken for Ivy Tech dual credit.\*

\*\*Students must pass the course with a C- or better to receive that credit\*\*

AGRI 103 [Both semesters] = 3 credits



## **NATURAL RESOURCES [#5180]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: Intro to Agriculture*

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. This course alternates every other year with Landscape Management.

\*This course can be taken for Ivy Tech dual credit.\*

\*\*Students must pass the course with a C- or better to receive that credit\*\*

AGRI 115 [Both semesters] = 3 credits

## **LANDSCAPE MANAGEMENT [#5136]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: Intro to Agriculture*

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

\*This course can be taken for Ivy Tech dual credit.\*

\*\*Students must pass the course with a C- or better to receive that credit\*\*

AGRI 164 [Both semesters] = 3 credits

# Industrial Technology

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## **INTRODUCTION TO CONSTRUCTION [#4792]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: 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 Indiana Department of Education 67 High School Course Titles and Descriptions 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 [#4784]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: None*

Introduction to Manufacturing is a course that specializes in how people use modern manufacturing systems through an introduction to manufacturing technology and its relationship to society, individuals, and the environment. 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 ENGINEERING DESIGN [#4802]**

*9<sup>th</sup> – 12<sup>th</sup> Grade*

*2 Credits*

*Prerequisites: Algebra I*

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

*\*This course can be taken for Ivy Tech dual credit.\**

*\*\*Students must pass the course with a C- or better to receive that credit\*\**

DESN 101 [Both semesters] = 3 credits