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Indiana Core 40 Diploma Requirements

English/ Language Arts	8 credits Including a balance literature, composition, and speech
Mathematics	6 credits 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
Science	6 credits 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
Social Studies	6 credits 2 credits: World History & Civilization or Geography & History of the World, 2 credits: US History, 1 credit: US Government, 1 credit: Economics
PE I & II	2 credits
Health and Wellness	1 credit
Directed Electives	5 credits World Languages Fine Arts Career/Technical
Electives	9 credits
<i>Eastern Total</i>	43 credits

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

- 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

- 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

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

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 or 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

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

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:

10th - 10 credits

11th - 20 credits

12th - 30 credits

College Preparatory Curriculum Requirements

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: Study Hall; Library Assistant; Office/Classroom Assistant (*Exceptions can be made on a case-by-case basis with administrative approval.*)

Vocational Curriculum Requirements

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

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 257 in Sentence Skills and 257 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

In addition to Ivy Tech dual credit programs, Eastern Greene High School is an active participant in the Advanced College Project offerings through Indiana University. To earn credit through Indiana University, students are required to successfully complete the ACP course (C or higher) and must earn a **3.0 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.

College Credit for Advanced Placement (AP) Courses & the CTL

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.

The Core Transfer Library (CTL) further helps students and families by ensuring that earned dual college credits and AP credits on the CTL will transfer to any PUBLIC college in the state. Visit www.TransferIN.net to for a list of college courses (and number of college credits) specific public colleges will grant for given courses and exams.

A Note About AP, ACP, and Dual Credit Courses

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. AP students are not able to drop the course. If a late drop is requested, this will result in a \$40 exam cancellation fee for the student.

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"> • College Algebra • Pre-Calculus • Trigonometry • Earth and Space Science • Environmental Science • Chemistry II • Digital Applications • AG Animal Science • AG Natural Resources • AG Landscape Management • AG Power, Structure, and Tech • Agribusiness Management • Spanish III • French III • Intro to Engineering Design • Principles of Engineering
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"> • AP Physics I • AP Biology • AP Calculus AB • AP Calculus BC • AP English Language • Literature & Composition • English 12 ACP (W131/L202) • AP Computer Science A • US Government ACP • AP US History • AP World History • Spanish IV • French IV

Advanced Placement (AP) & Dual Credit

EGHS Advanced Placement (AP) Courses	Fee
AP Calculus AB	\$8
AP Calculus BC	\$8
AP Computer Science A	\$8
AP Biology	\$8
AP Physics I	\$8
AP English Language	\$8
AP US History	\$94
AP World History	\$94

**AP exam fees for English, 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
College Algebra	Ivy Tech (MATH 136)	3	None
Trigonometry	Ivy Tech (MATH 137)	3	None
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
Chemistry II	Ivy Tech (CHEM 101)	3	None
Earth and Space Science	Ivy Tech (SCIN 100)	3	None
Environmental Science	Ivy Tech (BIOL 120)	3	None
Digital Applications and Responsibilities (Semester 1)	Ivy Tech (CINS 101)	3	None
Advanced CTE: Business, Marketing, and Entrepreneurship (Semester 2)	Ivy Tech (BOAT 207)	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
ACP US Government Honors	IU (POLS Y103)	3	\$75
US History Honors	Ivy Tech (HIST 101 and HIST 102)	6	None
Hoosier Hills Career Center	Varies on Program	Varies	Varies

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

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 136/MATH 137 – Ivy Tech)

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 Y103 – Indiana U)

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

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. 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 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 Parchment.
- Certifications will only be performed for student-athletes placed on an NCAA Division I or II institution's request list.

Counselor's Update

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. 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 8th grade will not count towards the required math credits for graduation unless being applied to the Academic or Technical Honors Diploma.

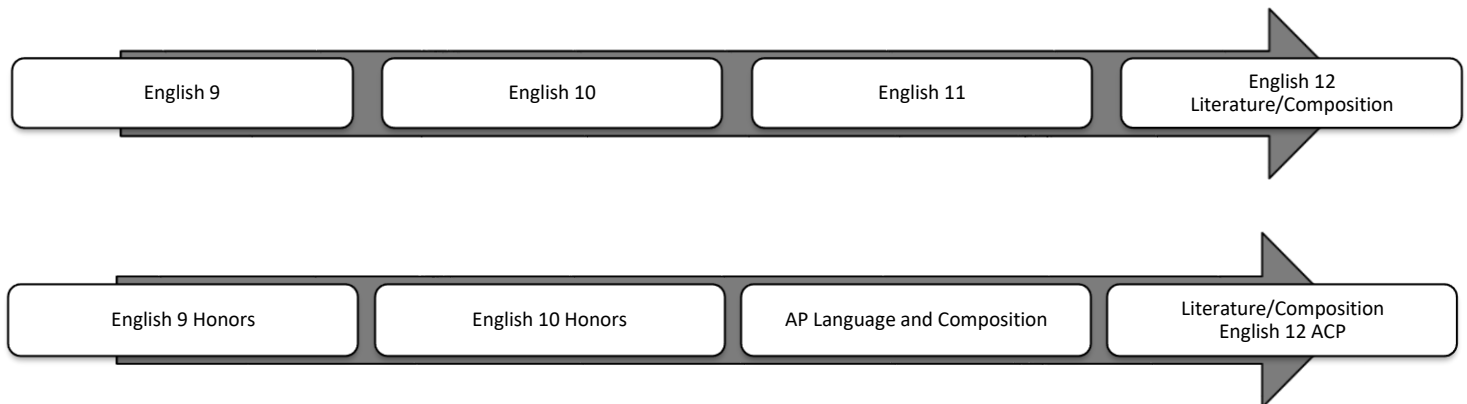
2. College preparatory courses should include four years of English, four years of math, four years of science, three years of social studies, and two or more years of foreign languages. Special attention should be given to time and sequence of the foreign language and math requirements. Students planning 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

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



(Represents traditional and/or recommended sequence of courses)

ENGLISH 9 [#1002]

9th 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 balanced 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]

9th 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.

ENGLISH 10 [#1004]

10th Grade

2 Credits

Prerequisites: English 9

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.

ENGLISH 10 HONORS [#1004H]

10th Grade

2 Credits

Prerequisites: Minimum Grades & Test Scores

English 10 Honors is designed to build onto Indiana Academic Standards for English/Language Arts in grade 10. 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.

CREATIVE WRITING [#1092]

10th - 12th Grade

2 Credits

Prerequisites: "C" or better in previous English classes

Creative Writing, 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. A writing sample is required for approval into this course.

JOURNALISM & STUDENT MEDIA [#1086]

9th - 12th Grade

2 Credits

Prerequisites: "C" or better in previous English classes

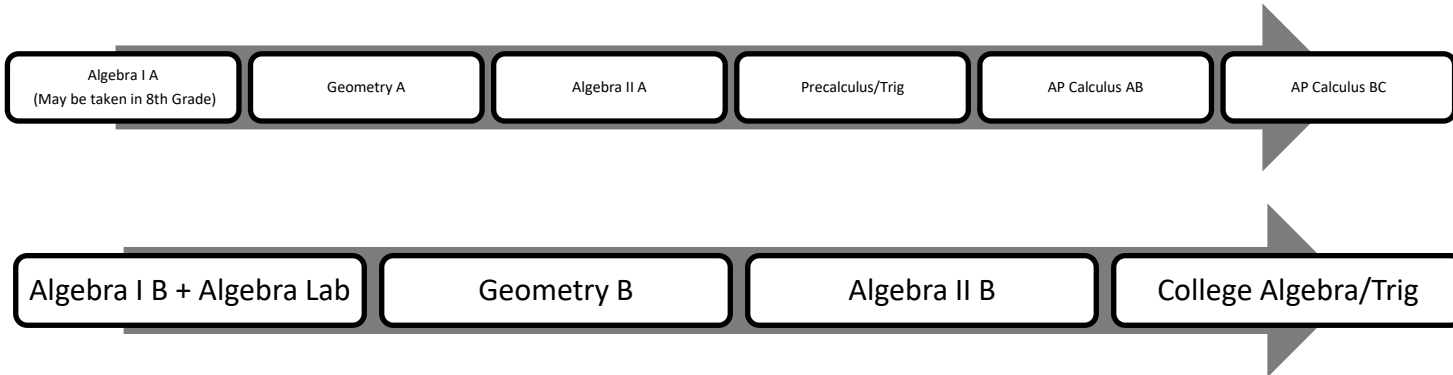
This course is designed to encourage students to become effective in gathering information, conducting interviews, writing news, writing creative pieces, and editing.

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]

9th Grade

2 Credits

Prerequisites: None

Algebra I A 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]

9th Grade

2 Credits

Prerequisites: Concurrent enrollment with Alg. I B Lab

Algebra I B provides students with an introduction to basic algebraic concepts. It covers many of the same topics covered in Algebra I A, 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]

9th 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]

9th – 12th Grade

2 Credits

Prerequisites: Algebra I

Algebra II A 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]

9th – 12th 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.

GEOMETRY B [#2532B]

10th – 12th Grade

2 Credits

Prerequisites: Algebra I

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 are required to have a scientific calculator.

Homework: 15-20 minutes daily.

PRE-CALCULUS [#2564]

10th – 12th Grade

1 Credit

Prerequisites: C- or higher in Geometry A and Algebra II A

Pre-calculus is a course that blends together all the 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; 8) probability and statistics; and 9) conic sections. Students are required to have both a regular scientific calculator and a graphing calculator (TI-84) for this course (TI-84 Plus with CE version recommended).

Homework: 30-45 minutes daily.

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 grade of C- or higher

MATH 136 [1st semester] = 3 credits

TRIGONOMETRY [#2566]

10th – 12th Grade

1 Credit

Prerequisites: Must pass 1st semester Pre-Calculus
Teacher Recommendation

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

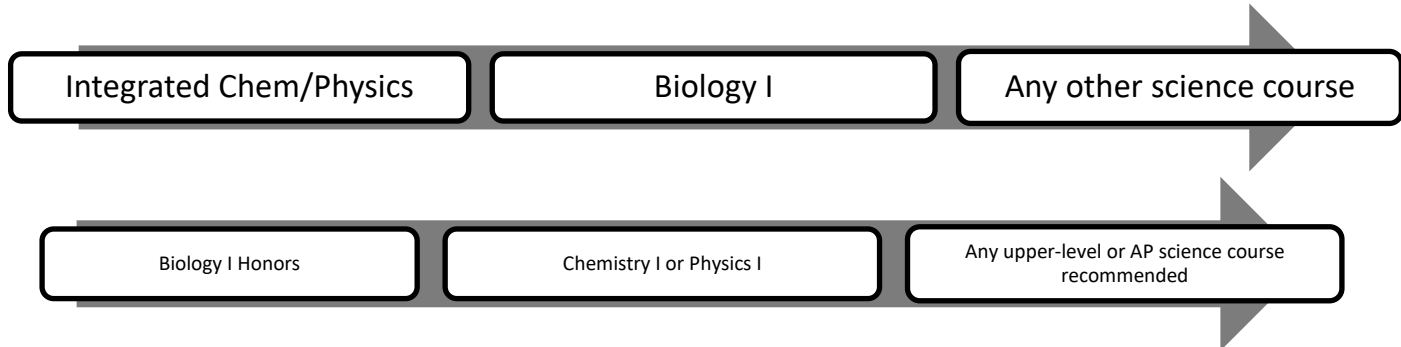
Homework: 30-45 minutes daily.

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 grade of C- or higher

MATH 137 [2nd semester] = 3 credits

Science



(Represents traditional and/or recommended sequence of courses)

INTEGRATED CHEMISTRY-PHYSICS [#3108]

9th – 12th 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]

9th – 12th 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.

BIOLOGY I HONORS [#3024H]

9th – 10th Grade

2 Credits

Prerequisites: Algebra I and "B" or higher in prior science course

Biology I Honors provides an in-depth 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. Students in Biology I Honors will be expected to participate in further laboratory exploration than traditional Biology I students in preparation for more advanced science coursework later in their academics.

CHEMISTRY I [#3064]

10th – 12th Grade

2 Credits

Prerequisites: None

Chemistry I allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and 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.

PHYSICS I [#3084]

10th – 12th Grade

2 Credits

Prerequisites: None

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

EARTH AND SPACE SCIENCE [#3090R]

10th – 12th Grade

2 Credits

Prerequisites: 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.

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****

SCIN 100 [Both Semesters] = 3 credits

ENVIRONMENTAL SCIENCE [#3010]

10th – 12th Grade

2 Credits

Prerequisites: Chemistry (co-requisite if taken in 10th Grade)

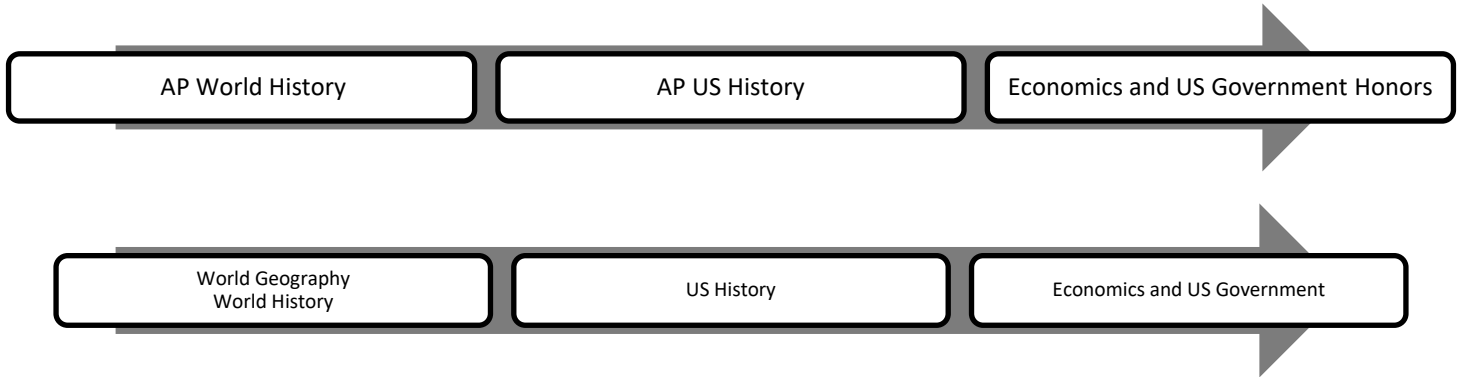
Environmental Science is a course designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

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****

BIOL 120 [Both Semesters] = 3 credits

Social Studies



(Represents traditional and/or recommended sequence of courses)

GEOGRAPHY AND HISTORY OF THE WORLD [#1570]

9th – 12th 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 21st Century.

WORLD HISTORY & CIVILIZATION [#1548]

9th – 12th 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.

AP WORLD HISTORY [#1612]

9th – 10th Grade

2 Credits

*Prerequisites: B or higher in previous English;
B or higher in previous social studies course;*

AP World History Modern is designed to be the equivalent of a two-semester introductory college or university world history course. According to the College Board AP World History Modern students “investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

PSYCHOLOGY [#1532]

10th – 12th Grade

1 Credit

Prerequisites: 2 previous credits in Social Studies and 3.0 GPA

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 emotions.

SOCIOLOGY [#1534]

10th – 12th Grade

1 Credit

Prerequisites: 2 previous credits in Social Studies and 3.0 GPA

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.

CURRENT ISSUES & EVENTS [#1512]

10th – 12th Grade

1 Credit

Prerequisites: None

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

INDIANA STUDIES [#1518]

10th – 12th Grade

1 Credit

Prerequisites: None

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

ETHNIC STUDIES [#1516]

10th – 12th Grade

1 Credit

Prerequisites: None

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

Foreign Language

SPANISH I [#2120]

9th – 12th Grade

2 Credits

Prerequisites: C+ or higher in English or Teacher Approval

Instruction for Spanish I 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.

SPANISH II [#2122]

10th – 12th Grade

2 Credits

Prerequisites: C+ or higher in Spanish I

Instruction for Spanish II 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*

FRENCH I [#2020]

9th – 12th Grade

2 Credits

Prerequisites: None

Instruction for French I 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.

FRENCH II [#2022]

10th – 12th Grade

2 Credits

Prerequisites: French I

Instruction for French II 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.

Fine Arts

ADVANCED BAND [#4170]

9th – 12th 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.

ENSEMBLE: PERCUSSION [#4162]

9th – 12th Grade

2 Credits

Prerequisites: Successful completion of Jr. High Band

Students taking this course are provided with a balanced comprehensive study of music through individualized percussion-based experiences, 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]

9th – 12th Grade

2 Credits

Prerequisites: Successful completion of Jr. High Choir

Advanced 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 Advanced 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]

9th – 12th Grade

2 Credits

Prerequisites: Successful completion of Jr. High Orchestra

Advanced 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 THEORY AND COMPOSITION [#4208]

10th – 12th Grade

2 Credits

Prerequisites: None

Music Theory and Composition 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. This course alternates every other year with Music History and Appreciation.

MUSIC HISTORY AND APPRECIATION [#4206]

10th – 12th Grade

2 Credits

Prerequisites: None

Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts. 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. This course alternates every other year with Music Theory and Composition.

INTRODUCTION TO 2D ART [#4000]

9th – 12th 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.

ADVANCED 2D ART [#4004]

10th – 12th Grade

2 Credits

Prerequisites: Intro to 2D Art

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. 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 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.

INTRODUCTION TO 3D ART [#4002]

9th – 12th 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.

ADVANCED 3D ART [#4006]

10th – 12th Grade

2 Credits

Prerequisites: Intro to 3D Art

Students in Advanced Three-Dimensional Art build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of 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 three-dimensional media. Students at this level produce works that demonstrate a sincere desire to explore a variety of ideas and problems.

Physical Education/Health

PHYSICAL EDUCATION I & II [#3542/3544]

9th 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. Participation is required to pass this course per State of Indiana guidelines for graduation requirements.

ADVANCED PHYSICAL EDUCATION [#3560L]

10th – 12th Grade

2 Credits

Prerequisites: Physical Education

Advanced Physical Education is a co-ed 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.

WEIGHTS (ADVANCED PHYSICAL EDUCATION) [#3560W]

10th – 12th Grade

2 Credits

Prerequisites: Physical Education

Weight Lifting is a co-ed 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. The primary focus of this section is weight-based training and enrollment is open to student athletes only. All students participating in Weights instruction must participate in an athletic throughout the course of the school year.

HEALTH [#3506]

10th – 12th Grade

1 Credit

Prerequisites: None

Health provides the basis for continued development in becoming a health literate individual. Throughout this course, students work to develop knowledge, concepts, skills, behaviors, and attitudes related to their health and well-being. This course includes content areas as expressed in the Indiana Health & Wellness Standards Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition and Physical Activity; (5) Consumer Health; (6) Personal Health; (7) Alcohol, Tobacco, and Other Drugs; (8) Intentional and Unintentional Injury; and (9) Diseases and Disorders.

Students will explore the effect of health behaviors on an individual's quality of life. A variety of instructional strategies, including technology, are used to further develop health literacy. The goal of this course is to assist students in understanding that health is a lifetime commitment. Students are encouraged to become critical thinkers; responsible, productive citizens; self-directed.

All students will be required to complete CPR certification coursework.

Business

DIGITAL APPLICATIONS AND RESPONSIBILITIES [#4528/6142]

9th – 12th Grade

1 Credit

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 [1st semester] = 3 credits

BOAT 207 [2nd semester] = 3 credits

PERSONAL FINANCE [#4540]

9th – 12th 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]

9th – 12th 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.

BUSINESS LAW AND ETHICS [#4560]

10th – 12th Grade

2 Credits

Prerequisites: None

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

INTRODUCTION TO COMPUTER SCIENCE [#4803]

9th – 10th 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

CHILD DEVELOPMENT [#5362]

9th – 12th 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 3. 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. This course will also include a project which integrates the principles of proper infant care through robotic baby stimulation.

ADVANCED CHILD DEVELOPMENT [#5360]

9th – 12th 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 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 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.

HUMAN DEVELOPMENT AND WELLNESS [#5366]

9th – 12th Grade

2 Credits

Prerequisites: None

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

NUTRITION & WELLNESS [#5342]

9th – 12th Grade

2 Credits

Prerequisites: None

Nutrition and Wellness is a valuable introductory course for all students as a life foundation and academic enrichment. This course is especially relevant to students interested in careers related to nutrition, food services, and wellness. The class introduces students to the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications, influences on nutrition and wellness, food preparation, safety and sanitation, and careers in related fields. Food prep experiences are preferred. This course is the first in a sequence of courses that provides a foundation for post-secondary education.

ADVANCED NUTRITION & WELLNESS [#5340]

9th – 12th Grade

1 Credit

Prerequisites: Passing grade in Nutrition & Wellness

Advanced Nutrition and Wellness is a course which provides students with an extensive study of nutrition. It is recommended for students wanting to improve their nutrition and learn how it affects the body across the lifespan. This course builds upon the foundational skills established in Nutrition and Wellness. Topics include study of major nutrients, nutritional standards across the lifespan, influences on nutrition/food choices, and technological and scientific influences. This course includes laboratory experiences, which allows students to develop food handling and preparation skills, with special attention to food safety and sanitation.

Agriculture

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

9th – 12th 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]

9th – 12th 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]

9th – 12th 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]

9th – 12th 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 (even graduation years).

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]

9th – 12th 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 (odd graduation years).

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

INTRODUCTION TO CONSTRUCTION [#4792]

9th – 12th 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. 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.

CONSTRUCTION TRADES I [#5580]

10th – 12th Grade

2 Credits

Prerequisites: Intro to Construction

Construction Trades I classroom and laboratory experiences involve the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of construction, future trends and career options, reading technical drawings and transforming those drawings into physical structures are covered. The relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three-dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop layout and floor construction skills. Blueprints and other professional planning documents will also be covered. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration's Safety & Health Standards for the construction industry.

INTRODUCTION TO MANUFACTURING [#4784]

9th – 12th 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]

9th – 12th 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

PRINCIPALS OF ENGINEERING [#5644]

10th – 12th Grade

2 Credits

Prerequisites: Intro to Engineering Design

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems.

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 104 [Both semesters] = 3 credits

ARCHITECTURAL DRAFTING AND DESIGN I [#5640]

10th – 12th Grade

2 Credits

Prerequisites: Successful completion of another Industrial Tech course

Architectural Drafting and Design I gives students a basic understanding of the detailing skills commonly used by drafting technicians. Areas of study include: lettering, sketching, and proper use of equipment. This course includes the creation and interpretation of commonly used construction documents. Methods of geometric construction, three-dimensional drawing techniques, and sketching will be taught as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing. This course also provides students with a basic understanding of the features and considerations associated with the operation of the computer-aided design (CAD) system. Students will gain valuable hands-on experience with Auto CAD. They will complete several projects relating to command topics.

