Table of Contents

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**
Eastern Total	**43 credits**

Graduation requirements also include:

- **Pass the ISTEP+ 10 Exams of Algebra I and English 10**
- **Students must take a math or quantitative reasoning course each year in high school**

Core 40 Diploma w/ Academic Honors Designation

- Complete all requirements for Core 40 regular diploma
- Earn 2 additional Core 40 math credits
- Earn 2 Core 40 Fine Arts credits
- Earn 6-8 Core 40 world language credits
  (6 credits in one language or 4 credits each in two languages)
- Earn a grade of "C" or better in courses that will count toward the diploma
- Have a grade point average of "B" or better
- Complete <u>one</u> 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

- Complete all requirements for Core 40 regular diploma
- Complete a career-technical program (8 or more related credits)
- Earn a grade of "C" or better in courses that will count toward the diploma
- Have a grade point average of a "B" or better
- Complete <u>two</u> 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

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 <u>one</u> 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 courses 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 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	• College Algebra • Pre-Calculus • Trigonometry • Environmental Science • Earth and Space 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	• 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 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 – Landscape Management	Ivy Tech (AGRI 164)	3	None
Agriculture – Natural Resources	Ivy Tech (AGRI 115)	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 (CHEM101)	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	See "Hoosier Hills" section for additional information	None

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

Indiana Statewide Transfer Core Certificate

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. **Students must complete *at least one course from each area but have no less than 30 college credits* in these subject areas:**

<u>3 credits – Written Communication</u>
English Composition (ENGL 111 – Ivy Tech)
Reading, Writing, and Lit (ENG W131 – Indiana U)

<u>3 credits – Speaking and Listening</u>
Intro to Communications (COMM 101 – Ivy Tech)
Ivy Tech SUMMER ONLY Course

<u>3 – 9 credits – Quantitative Reasoning</u>
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)

<u>3 – 10 credits – Scientific</u>
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)

<u>3 – 9 credits – Social and Behavioral</u>
US History AP (HIST 101 – Ivy Tech)
US History AP (HIST 102 – Ivy Tech)
US Government Honors (POLS Y103 – Indiana U)

<u>3 – 9 credits – Humanistic</u>
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 on 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.

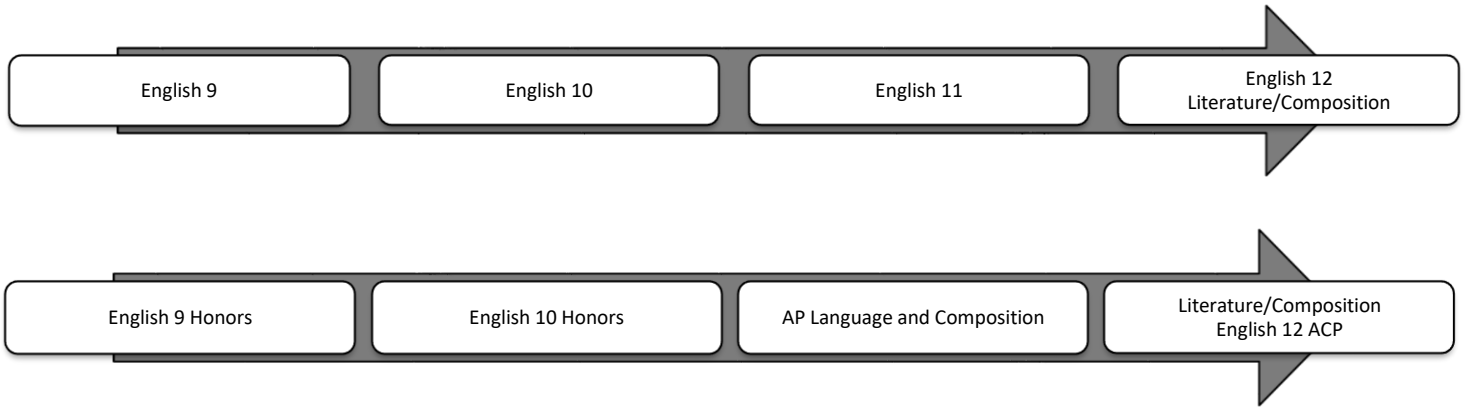
4. Indiana University ACP and Ivy Tech Dual Credit courses will apply toward high school graduation as long as testing and grade requirements are met. **If a student signs up for an ACP or AP course, they will not be allowed to drop the course for any reason.**

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 balances with nonfiction. Students write responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

ENGLISH 9 HONORS [#1002H]

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.

ENGLISH 11 [#1006]

11th Grade *2 Credits* *Prerequisites: English 9 and 10*

English 11, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 11, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

AP LANGUAGE & COMPOSITION [#1056]

11th Grade *2 Credits* *Prerequisites: "B" or higher in English 9 and 10 Honors Minimum GPA and/or PSAT Score*

AP English Language and Composition, is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html. Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. <u>There will be a summer reading requirement for this course.</u>

ENGLISH 12 [#1008]

12th Grade *2 Credits* *Prerequisites: English 9, 10 and 11*

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

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

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

Using technology, students are able to produce polished final documents. Polished writing requires following through with all phases of the writing process (prewriting, drafting, revising, editing, and publishing), at which all students should be proficient. All writing should meet the four criteria outlined above and have been through all stages of the process just described, including persuasive writing, synthesis and analysis of information from a variety of sources, and reflective essays. Students are also able to complete complex forms, describe procedures, give directions, and use graphic forms to support a thesis. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Students are encouraged to use one of the manuals of style, such as Modern Language Association [MLA], American Psychological Association [APA], or the Chicago Manual of Style [CMS}.

Oral Communication (speech) continues to emphasize the organization of ideas, awareness of audience, and sensitivity to context in carefully researched and well-organized speeches. Student expectations include: (1) presenting facts and arguments effectively; (2) analyzing speeches in terms of socio-cultural values, attitudes, and assumptions; (3) recognizing when another does not understand the message being delivered; (4) utilizing Aristotle's three modes of proof; (5) utilizing elementary logic such as deductive, inductive, causal, and analogical forms of reasoning; and (6) expressing and defending, with evidence, one's thesis.

LITERATURE & COMPOSITION [#1008H]

12th Grade *2 Credits* *Prerequisites: English 9, 10 and 11*

English 12 Literature and Composition is a course in Literature and Composition that engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit.

Advanced Composition (ENGL 111) further develops and refines writing skills introduced in other composition courses. This course provides students frequent opportunities to write for different audiences and purposes, using a process that includes: 1) preprinting, 2) drafting, 3) peer sharing, 4) revising, and 5) editing. Techniques of persuasive writing and formal argument are studied, and increased emphasis is placed on language and style. This type of course encourages students to: 1) take risks as writers, 2) choose some of their own topics for writing, and 3) publish their writing in the most appropriate formats available, such as school and local newspapers, contests, and literary magazines. Students will do presentations critiquing their own writing. Students will also read and evaluate literary samples of good writing to enhance their own writing. It is recommended that word processors be used to support writing instructions in this course.

The course in Genres of Literature (ENGL 206) provides the study of techniques and conventions of various literary genres, such as poetry, drama, novel, short story, biography, journal and diary, and essay. The course explores the relationships between form and meaning, specifically how genre shapes our literary understanding and experience. In class discussion and presentations, as well as in writing assignments, students explore the limitations and special abilities of the different genres, ultimately building an appreciation of how genres enable and constrain the articulation of ideas.

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

ENGL 111 [1st semester] = 3 credits

ENGL 206 –[2nd semester] = 3 credits

ENGLISH 12 ACP [#1124]

12th Grade *2 Credits* *Prerequisites: 3.3 GPA, Minimum Grades, & Test Scores*

Advanced Composition (ENG W131) further develops and refines writing skills introduced in other composition courses. This course provides students frequent opportunities to write for different audiences and purposes, using a process that includes: 1) preprinting, 2) drafting, 3) peer sharing, 4) revising, and 5) editing. Techniques of persuasive writing and formal argument are studied, and increased emphasis is placed on language and style. This type of course encourages students to: 1) take risks as writers, 2) choose some of their own topics for writing, and 3) publish their writing in the most appropriate formats available, such as school and local newspapers, contests, and literary magazines. Students will do presentations critiquing their own writing. Students will also read and evaluate literary samples of good writing to enhance their own writing.

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

The course in Genres of Literature (ENG L202) provides the study of techniques and conventions of various literary genres, such as poetry, drama, novel, short story, biography, journal and diary, and essay. The course explores the relationships between form and meaning, specifically how genre shapes our literary understanding and experience. In class discussion and presentations, as well as in writing assignments, students explore the limitations and special abilities of the different genres, ultimately building an appreciation of how genres enable and constrain the articulation of ideas.

ACP L202 Literary Interpretation emphasizes a close, thoughtful reading of representative literary texts in poetry, drama, fiction, novel (and appropriate nonfiction prose) originally written in English and drawn from a range of historical periods and countries. The course is not a survey of the literature of any country or historical period. A major goal is to develop the ability to read and write with precision, responsibility, and imagination through class discussion and the writing of several short, critical responses. These papers are to be developed entirely from students' own careful reading and analysis. Close reading of a few selected texts, rather than wide coverage, is encouraged. Students will be expected to use and distinguish among a variety of approaches to literary interpretation, both through the use of literary tropes and various critical frames, as appropriate to each work.

These courses can be taken for IU dual credit

ENG W131 [1st semester] = 3 credits

ENG L202 [2nd semester] = 3 credits

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.

LANGUAGE ARTS LAB [#1010]

11th - 12th Grade *1-2 Credits* *Prerequisites: Failure of English ISTEP+ 10*

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with Indiana's Academic Standards for English/Language Arts. This course is for students who need additional support in all the language arts (reading, writing, speaking, and listening), especially in writing. ***Language Arts Lab does not count toward the English requirement for graduation although it DOES earn elective credit***.

Some students may be required to take a Language Arts Lab course (in addition to their English course) based on the results of the ELA ISTEP+ 10 or other language skills assessments. See the "ISTEP+ Assessments" section for additional information regarding testing remediation requirements.

JOURNALISM & STUDENT MEDIA [#1086]

9th - 12th Grade *2 Credits* *Prerequisites: "C" or better in previous English classes*

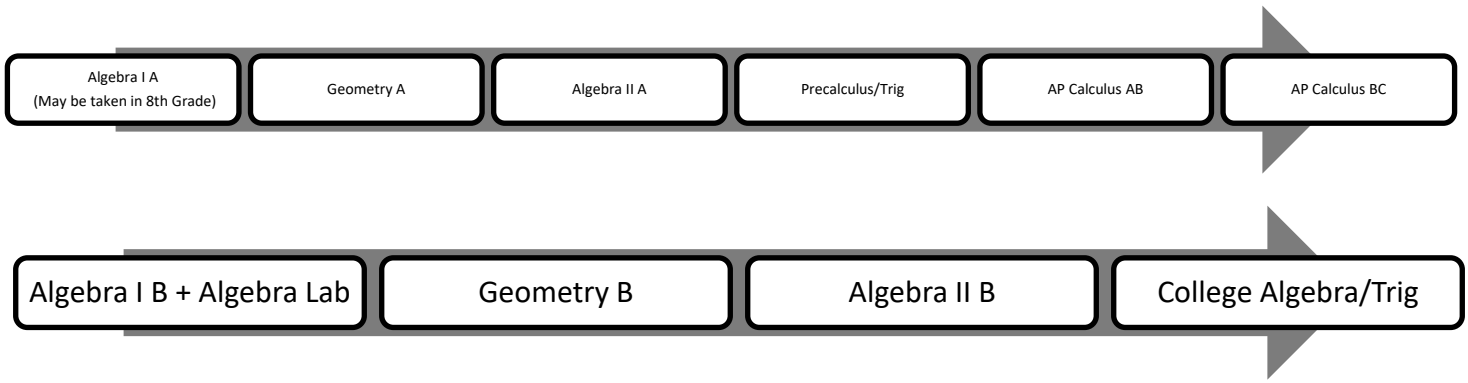
Journalism and Student Media is designed to encourage students to become effective in gathering information, conducting interviews, writing news, writing creative pieces, and editing.

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 topics of Algebra I B Lab align with those of Algebra I. 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 I A and provides further development of the concept of a function. Topics include: relations, functions, equations and inequalities; 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.

ALGEBRA II B [#2522B]

10th – 12th Grade *2 Credits* *Prerequisites: Algebra I*

In Algebra II B, students will learn about relations and functions, linear and absolute value equations and inequalities, quadratic equations and functions, polynomials, algebraic functions, logarithmic and exponential functions, sequences and series, and counting principles and probability. Algebra II B covers most of the same topics as Algebra II A, but in less depth and at a much slower pace. Students are required to have a scientific calculator and school-owned graphing calculators will be used on a regular basis.

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

COLLEGE ALGEBRA [#2564B]

12th Grade *1 Credit* *Prerequisites: Algebra II with a C- or higher*
Teacher Recommendation

College Algebra is a course that provides students with an in-depth study of functions; quadratic, polynomial, radical, and rational equations; radicals; complex numbers; systems of equations; matrices; exponential and logarithmic functions; and conics. Students are required to have a scientific calculator.

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 or College Algebra + 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

AP CALCULUS AB [#2527]

11th – 12th Grade *2 Credits* *Prerequisites: C- or higher in Pre-Calculus*

AP Calculus AB is a course that provides students with the content that has been established by the College Board. These topics include limits, continuity, derivatives, definite integrals, and techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. The course also includes applications of the derivative and the integral, as well as the theory of calculus. Students are required to purchase a graphing calculator (*TI-84 plus with CE version recommended*).
Homework: 30-60 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 211 [both semesters] = 4 credits

AP CALCULUS BC [#2544]

12th Grade *2 Credits* *Prerequisites: C- or higher in AP Calculus AB Teacher Recommendation*

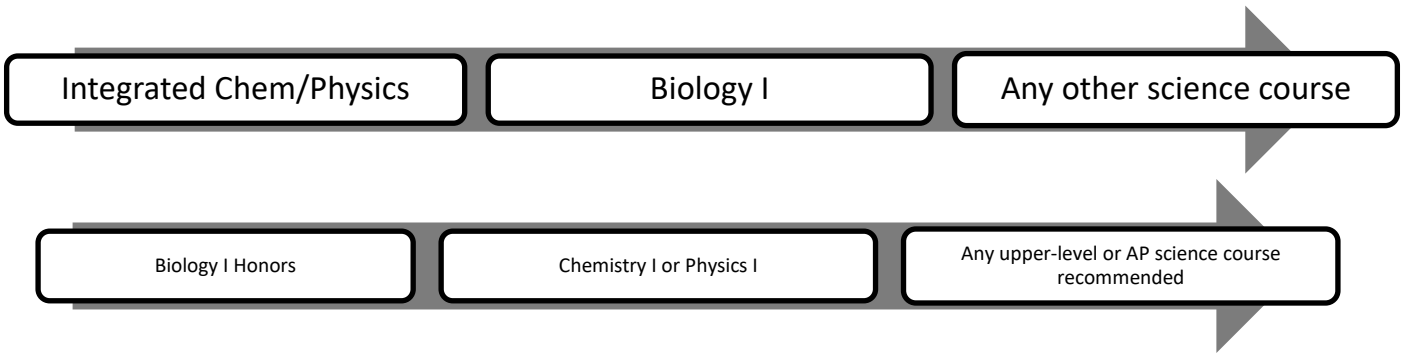
AP Calculus BC covers the content established by the College Board for the Calculus BC exam. Students will first study the topics of Calculus 1 in more depth. Then they will focus on the additional topics of integration techniques, applications of integration, infinite series, parametric equations, polar equations, vectors, differential equations, slope fields, and Euler's method. All students are required to have a graphing calculator.
Homework: 30-60 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 212 [both semesters] = 4 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 the cellular structure and function, matter cycles and energy transfer, interdependence, inheritance of traits, and evolution. Students will also have opportunity to gain an understanding of the history of the 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 and "B" or higher in previous 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.

AP BIOLOGY [#3020]

11th – 12th Grade *2 Credits* *Prerequisites: Biology and Chemistry I*

AP Biology is a course based on the content established by the College Board. The major themes of the course include the following: 1) The process of evolution drives the diversity and unity of life; 2) Biological systems utilize free energy and molecular building blocked to grow, to reproduce and to maintain dynamic homeostasis; 3) Living systems store, retrieve, transmit, and respond to information essential to life processes; 4) Biological systems interact, and these systems and their interactions possess complex properties. 10th Grade students wishing to take AP Biology must get teacher and counselor approval.

EARTH AND SPACE SCIENCE [#3090R]

10th – 12th Grade *2 Credits* *Prerequisites: Biology I*

Earth and Space Science 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

ANATOMY AND PHYSIOLOGY [#5276]

11th – 12th Grade *2 Credits* *Prerequisites: Biology I; Chemistry I strongly recommended*

Anatomy and Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional united of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health-related fields.

The course will include ample laboratory experiences that illustrate the application of the standards to the appropriate cells, tissues, organs, and organ systems. Dissection is both appropriate and necessary. Students should be able to use basic laboratory equipment such as microscopes, balances, and pipettes.

CHEMISTRY II [#3066]

11th – 12th Grade *2 Credits* *Prerequisites: C- or higher in Chemistry I*

Chemistry II provides for extended laboratory and literature investigations of the chemical reactions of matter in living and nonliving materials. This course stresses the unifying themes of chemistry, the development of physical and mathematical models of matter and its interactions, and the methods of scientific inquiry. The high school grade is based upon completed homework, lab reports, quizzes, and tests (weighting of these categories will be determined at the beginning of each school year). The second portion will be based on the lab reports, lab questions, and lab final exam.

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

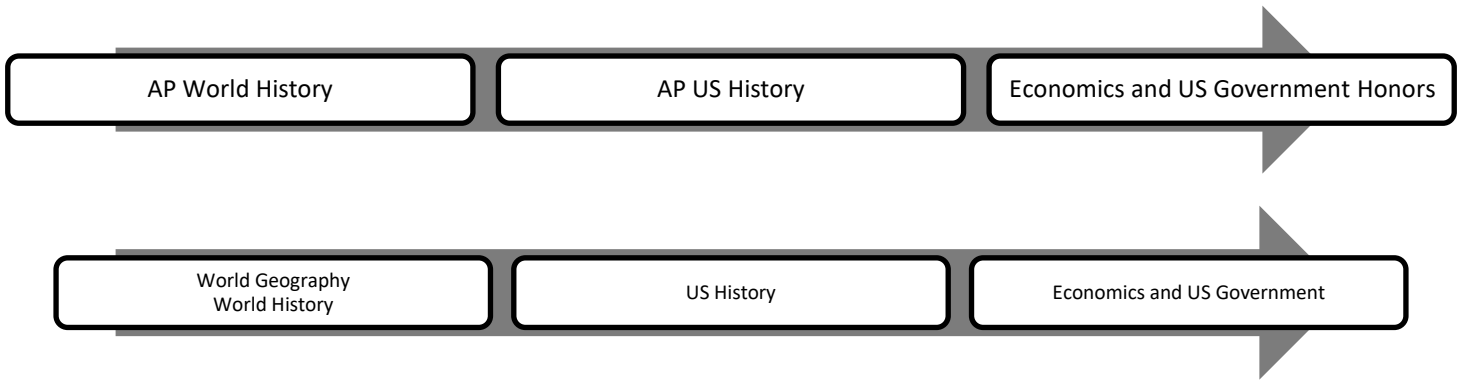
CHEM 101 [Both Semesters] = 3 credits

AP PHYSICS I [#3080]

11th – 12th Grade *2 Credits* *Prerequisites: Co-requisite of Algebra II or higher*

AP Physics I is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion): work, energy, and power; mechanical waves and sounds; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific reasoning skills.

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 that 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.

US HISTORY [#1542]

11thGrade *2 Credits* *Prerequisites: None*

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

AP US HISTORY [#1542H]

11th Grade *2 Credits* *Prerequisites: B or higher in English 10; B or higher in World History or World Geography; 3.3 GPA or higher*

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

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 grade of C- or higher

HIST 101 [1ST semester] = 3 credits

HIST 102 [2nd semester] = 3 credits

ECONOMICS [#1514]

12th Grade *1 Credit* *Prerequisites: None*

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

US GOVERNMENT [#1540]

12th Grade *1 Credit* *Prerequisites: None*

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States of America. Responsible and effective participation by citizens is stressed. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens and be able to explain how those rights and responsibilities as citizens are part of local, state, and national government in the United States today. Students examine how the United States Constitution protects individual rights and provides the structures and functions for the various levels of government affecting their lives. Students will also analyze how the United States government interacts with other nations and evaluate the United States' role in world affairs. Students inquire about American government through primary and secondary sources and articulate, evaluate, and defend positions on political issues with sound reasoning and evidence. As a result, students can explain the roles of citizens in the United States and the participation of individuals and groups in government, politics, and civic activities, recognize the need for civic and political engagement of citizens, and exercise rights and responsibilities in order to preserve and improve their civil society and constitutional government.

US GOVERNMENT ACP [#1540H]

12th Grade *1 Credit* *Prerequisites: 3.0 GPA or higher or Teacher Approval*

US Government ACP provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States of America. Responsible and effective participation by citizens is stressed. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens and be able to explain how those rights and responsibilities as citizens are part of local, state, and national government in the United States today. Students examine how the United States Constitution protects individual rights and provides the structures and functions for the various levels of government affecting their lives. Students will also analyze how the United States government interacts with other nations and evaluate the United States' role in world affairs. Students inquire about American government through primary and secondary sources and articulate, evaluate, and defend positions on political issues with sound reasoning and evidence. As a result, students can explain the roles of citizens in the United States and the participation of individuals and groups in government, politics, and civic activities, recognize the need for civic and political engagement of citizens, and exercise rights and responsibilities in order to preserve and improve their civil society and constitutional government.

Students who wish to earn dual credit through Indiana University may sign up for this section listed as U.S. Government ACP. Those students must understand that the course work is designed to have the equivalent rigor (difficulty) of a college introductory political science course. Students will be expected to do considerable extra reading outside of school hours and a minimum of one (possibly more) political science research papers.

This course can be taken for IU dual credit.

POLS Y103 [1st Semester] = 3 credits

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 studies 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.

Novel for Spanish 2: *Don Quixote*

SPANISH III [#2124]

11th – 12th Grade *2 Credits* *Prerequisites: C+ or higher in Spanish I and II*

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

Specific objectives:

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

Evaluation:

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

Novels for Spanish 3: *Lazarillo de Tormes, Burlador de Sevilla, Poesia de Pablo Neruda*

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 grade of C- or higher

SPAN 101 [1st semester] = 4 credits

SPAN 102 [2nd semester] = 4 credits

SPANISH IV [#2126]

12th Grade *2 Credits* *Prerequisites: C+ or higher in Spanish I, II, and III*

The two basic goals of Spanish IV are:

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

Specific goals:

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

Evaluation:

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

Novels for Spanish 4: *Marianela, El Conde Lucanor: Nueve Cuentos, Don Juan Tenorio, San Manuel- Buen Martir, Bodas de Sangre, Como Agua Para Chocolate*

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

SPAN 201 [1st semester] = 3 credits

SPAN 202 [2nd semester] = 3 credits

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.
3. The students will develop reading comprehension skills through guided reading activities as well as authentic material.
4. The students will develop writing skills through daily written exercises and journals in the target language.
5. The students will experience the target culture through readings, realia, and classroom projects, such as cooking, and crafts from the world country.

FRENCH 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.

FRENCH III [#2024]

11th – 12th Grade *2 Credits* *Prerequisites: French I and II*

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

Specific objectives:

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

Evaluation:

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

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 grade of C- or higher

FREN 101 [1st semester] = 4 credits

FREN 102 [2nd semester] = 4 credits

FRENCH IV [#2026]

12th Grade *2 Credits* *Prerequisites: French I, II, and III*

The three basic goals of French IV are:

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

Specific goals:

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

Evaluation:

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

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 grade of C- or higher**

FREN 201 [1st semester] = 3 credits

FREN 202 [2nd semester] = 3 credits

Fine Arts

ADVANCED BAND [#4170]

9th – 12th Grade *2 Credits* *Prerequisites: Successful completion of Jr. High Band*

Students taking Advanced Band 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 Ensemble: Percussion 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. 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 course that 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 that 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*

Heath 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]

9th – 12th Grade *2 Credits* *Prerequisites: None*

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

This course can be taken for Ivy Tech dual credit.

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

CINS 101 [1st semesters] = 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.

AP COMPUTER SCIENCE A [#4570]

11th – 12th Grade *2 Credits* *Prerequisites: Digital Applications and Algebra I*

AP Computer Science A is a business mathematics course that provides students with the content established by the College Board. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and also includes the study of data structures, design, and abstraction. The course provides students an alternative to taking pre-calculus or calculus to fulfill the four-year math requirement for graduation. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/repository/ap-computer-science-course-description.pdf.

PRINCIPLES OF BUSINESS MANAGEMENT [#4562]

11th – 12th Grade *2 Credits* *Prerequisites: Successful completion of another Business course*

Principles of Business Management is a course that focuses on the roles and responsibilities of managers, as well as opportunities and challenges of ethnically managing a business in the free-enterprise system. Students will attain an understanding of management, team building, leadership, problem-solving steps, and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized.

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 an introductory course recommended 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.

CULINARY ARTS I [#5440]

11th – 12th Grade *2 Credits* *Prerequisites: Nutrition & Wellness*

Culinary Arts and Hospitality I prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; ; apply basic principles of sanitation and safety in order to maintain safe and healthy food service and hospitality environments; use and maintain related tools and equipment; and apply management principles in food service or hospitality operations. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students' laboratory experiences. Students are monitored in their laboratory experiences by the Culinary Arts and Hospitality teacher. Articulation with post-secondary programs is encouraged.

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.

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 I [#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.

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

AGRICULTURE POWER, STRUCTURE, AND TECHNOLOGY [#5088]

11th – 12th Grade *2 Credits* *Prerequisites: Intro to Agriculture*

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

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 106 [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. In Indiana Department of Education 67 High School Course Titles and Descriptions addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

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 soling 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.

Miscellaneous

STUDENT ASSISTANTS [#9002]

11th – 12th Grade *1 Credit* *Prerequisites: 2.7 GPA and Good Attendance Record*

Student Assistant placements strengthen previously developed skills and introduces new skills, concepts, and applications needed to prepare students for entry-level employment. Students could work in the high school offices, the library, or classrooms. The only grade given for student assistant is "P" (pass) or "F" (fail). This class is not included in GPA.

JOBS FOR AMERICA'S GRADUATES (JAG) [#0509]

11th – 12th Grade *2 Credits* *Prerequisites: Evaluation by Committee*

Jobs for America's Graduates (JAG) is a career skills course taught nationwide, and is valued by many colleges and employers. The first goal of this program is to keep students in school through graduation. The program offers leadership and teambuilding, career development skills, job obtainment skills, workplace skills, personal skills, and life survival skills. JAG also helps students navigate the transition from high school to post-secondary or the workforce. Through work-based learning experiences and guest speakers the students broaden their connection to the community and scope of career choices.

ENTREPRENEURSHIP CAPSTONE [#5966]

12th Grade *2 Credits* *Prerequisites: Must be accepted into the program*

Entrepreneurship and New Ventures Capstone introduces entrepreneurship, and develop the skills and tools critical for starting and succeeding in a new venture. Entrepreneurship education seeks to prepare people, especially youth, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and contribute to economic development and sustainable communities. The CEO program is much more than a textbook course. Rather, students are immersed in real life learning experiences with the opportunity to take risks, manage the results, and learn from the outcomes.

This course occurs off-site and is primarily run through Purdue Extension Greene County. Students are solely responsible for transportation to worksites every morning.

Hoosier Hills Career Center/Vocational School

ARCHITECTURE AND CONSTRUCTION CLUSTER

CONSTRUCTION TRADES I [#5580]

Construction Trades I is a first year program where students learn basic aspects of carpentry, construction calculator, post frame construction, electrical wiring, site planning, roofing, and exterior finish. Students also study code requirements, blueprint reading, the framing square, and the use of transit. Most of the work in this class is completed on the job site, away from school. This on-site instruction gives students the opportunity to apply the skills learned in the classroom. *This course may be taken for Vincennes dual credit.*

CNST 100 [Both Semesters] = 3 Credits

CONSTRUCTION TRADES II [#5578]

Construction Trades II is a second year program where students learn basic aspects of carpentry, construction calculator, post frame construction, electrical wiring, site planning, roofing, and exterior finish. Students also study code requirements, blueprint reading, the framing square, and the use of transit. Most of the work in this class is completed on the job site, away from school. This on-site instruction gives students the opportunity to apply the skills learned in the classroom. *This course may be taken for Vincennes dual credit.*

CNST 120 [Both Semesters] = 3 Credits

EDUCATION AND TRAINING CLUSTER

EARLY CHILDHOOD EDUCATION I [#5406]

Students in the first year of this program will be introduced to a variety of education career paths. Other learning experiences include promoting child development and learning, building family and community relationships, and using developmentally effective approaches to observe, document, and assess within this field. In order to gain an understanding of a child's physical, cognitive, social, and emotional development, various developmental theorists are studied for further understanding of early childhood behavior. Developmentally appropriate activities for children, appropriate practices, care regulations, and licensing requirements are central to this class. An annual TB test and a criminal background check are required segments of this program. *This course can be taken for Ivy Tech dual credit.*

ECED 100/101 [Both semesters] = 6 Credits

EDUCATION PROFESSIONS I [#5408]

Education Professions is a one year course for second year students. A sequential course that builds on the foundational knowledge and skills of Early Childhood Education I. Students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. The course provides the foundation for employment in education and related careers. Course study included the teaching profession, the learner as he/she relates to the learning process, planning instruction concepts, and an in-depth look at instructional/assessment strategies. An additional component will be exploratory field experiences in various classroom settings. All student contact with small children will be supervised by an adult. An annual TB test, a physical, and CPR training sessions are a required segment of this program. *This course can be taken for Ivy Tech dual credit*

EDUC 101 [Both Semesters] = 3 Credits

HEALTH SCIENCE CLUSTER

HEALTH SCIENCE EDUCATION I [#5282]

Health Science Education I is a first year course with content common to specific health careers. Students completing this program will gain a working knowledge of body systems, medical terminology, and basic patient care skills common to various health occupations. Through an exploration of current issues and varied careers available in the health industry, students will be prepared to set realistic career and continuing education goals. The course is structured to combine both classroom instruction and hands-on training in a lab setting. *This course may be taken for Ivy Tech dual credit.*

HLHS 100 [Both Semesters] = 3 Credits

HEALTH SCIENCE EDUCATION II [#5284]

Health Science Education II is a second year course designed to provide students with the types of skills needed by a variety of health care workers. In addition to a solid foundation in basic health care terminology and human body anatomy/physiology, there will be an emphasis on basic employability skills such as responsibility, dependability, customer caring, communication, and leadership. Students will spend a significant portion of the course in internships with community health care facilities. CAN, HHA, CPT certifications are available. *This course may be taken for Vincennes dual credit.*

HIMT 110 [Both Semesters] = 3 Credits

HOSPITALITY AND HUMAN SERVICES CLUSTER

COSMETOLOGY I AND II [#5802]

MONDAY-FRIDAY -12:30—4:30 PM ***CLASS MEETS AT INDIANA COSMETOLOGY ACADEMY***

This program is designed to prepare students to sit for the state cosmetology licensure exam. Students will begin the transition to a rewarding career in all fields of cosmetology. Some of the areas included are as follows: beauty salon owner, make-up artist, salon manager, facial representative, manicurist, receptionist, and waxing technician. This program offers instruction on practical skills, sanitation, professionalism, and business education. Indiana State Board of Cosmetology requires all students to graduate from this program with a minimum score of 75% in order to sit for the licensure exam. Students will be required to pay a one-time kit, book, and supply fee for the 2 year course. Students who begin as seniors will be required to pay in order to complete the second year of training at a discounted rate. Second year students will attend class at the Indiana Cosmetology Academic. *This course may be taken for Vincennes dual credit*

COSM 100/150 [1st Year] = 14 Credits
COSM 200/250 [2nd Year] = 16 Credits

CULINARY ARTS AND HOSPITALITY MANAGEMENT [#5440]

Culinary Arts and Hospitality Management is a one year course for first year students. Topics of this course include basic baking theory and skills, introduction to breads, and basic culinary fundamentals including: food safety and sanitation, knife skills, stocks, sauces, various cooking techniques, recipe costing, and culinary math. Students will experience intensive, teacher monitored, standards-based laboratory situations with commercial applications utilizing our on-site student-run restaurant. Work-based experiences in the food industry are strongly encouraged. ServeSafe Certification offered. *This course may be taken for Ivy Tech dual credit.*

HOSP 101/102 [Both semesters] = 5 Credits

ADVANCED CULINARY ARTS [#5346]

Advanced Culinary Arts is a one year course for second year students that builds upon skills and techniques learned in Culinary Arts and Hospitality Management. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition, aesthetic, and sanitary selection; purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; baking and pastry arts skills; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; and related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. ServeSafe Certification offered. *This course may be taken for Ivy Tech dual credit*

HOSP 105 [Both Semesters] = 3 Credits

INFORMATION TECHNOLOGY CLUSTER

INFORMATION TECHNOLOGY SUPPORT [#5230]

Information Technology Support is a program that allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. A+ certification is offered. *This course may be taken for Vincennes dual credit.*

CMET 140/185 [Both semesters] = 6 credits

MANUFACTURING CLUSTER

WELDING TECHNOLOGY I [#5776]

Welding Technology I is a first year course that includes classroom and laboratory experience that develops a variety of skills in the different welding processes. This course is designed for the individuals who intend to make a career as a welder, technician, sales, design, research or engineering. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and careers. In addition, students will learn proper setup, adjustment, maintenance, and use of fabrication equipment as it relates to the precision machining industry. *This course may be taken for Ivy Tech dual credit.*

WELD 108/INDT 114 [Both semesters] = 6 Credits

WELDING TECHNOLOGY II [#5778]

Welding Technology II is a second year course that includes classroom and laboratory experience that develops a variety of skills in gas metal arc welding, flux cored arc welding, gas tungsten arc welding, plasma cutting and carbon arc gouging.. This course is designed for the individuals who intend to make a career as a welder, technician, sales, design, research or engineering. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and careers. In addition, students will learn proper setup, adjustment, maintenance, and use of fabrication equipment as it relates to the precision machining industry. *This course may be taken for Ivy Tech and Vincennes dual credit.*

WELD 207/208 [Both semesters] = 6 Credits

PUBLIC SAFETY CLUSTER

EMERGENCY MEDICAL SERVICES (EMS) [#5210]

Emergency Medical Services is a one year course that prepares students for a state certification which may lead to a career as EMS personnel. Theories, techniques, and operational aspects of the pre-hospital emergency care are covered. Students will learn to recognize the seriousness of the patient's condition, use the appropriate emergency care techniques and equipment to stabilize the patient, and safely transport them to the hospital. The handling of victims of hazardous materials accidents is also addressed in this course. Students must be 18 at the completion of this course per state requirements for testing. *This course may be taken for Ivy Tech dual credit.*

HSPS125 [Both semesters] = 3 credits

FIRE AND RESCUE I [#5820]

Fire and Rescue I is a first year course that gives students the opportunity to become certified as a Firefighter VII and an Emergency Medical Responder in the State of Indiana. The academy style format will provide you with the structure and discipline needed to operate safely on the fireground while reinforcing teamwork, physical fitness, and professionalism. HHCC work with local fire departments to ensure that the student's training experience is realistic and hands on, covering topics such as vehicle extrication and live fire evolutions. Completion of this course will help prepare the student for placement into an entry level position as a firefighter. *This course may be taken for Ivy Tech dual credit.*

HSPS 106/121 [Both Semesters] = 6 Credits

FIRE AND RESCUE II [#5826]

Fire and Rescue II is a second year course that serves as a continuation of Fire and Rescue I. The course gives students the opportunity to become certified as a Firefighter VII and an Emergency Medical Responder in the State of Indiana. The academy style format will provide you with the structure and discipline needed to operate safely on the fireground while reinforcing teamwork, physical fitness, and professionalism. HHCC work with local fire departments to ensure that the student's training experience is realistic and hands on, covering topics such as vehicle extrication and live fire evolutions. Completion of this course will help prepare the student for placement into an entry level position as a firefighter. *This course may be taken for Ivy Tech dual credit.*

HSPS 165/167 [Both Semesters] = 6 Credits

STEM CLUSTER

INDUSTRIAL ENGINEERING TECHNOLOGY I [#5686]

Industrial Engineering Technology I is a first year course that includes classroom and practical experiences that prepare students to apply technical knowledge and skills to repair and maintain industrial machinery and equipment. Instructional activities develop diagnostic and problem-solving skills related to electric circuits, wiring, motors, robotics, hydraulics, and pneumatics. Additional areas of instruction should include plumbing, rigging, basic machining, welding, and cutting. *This course may be taken for Ivy Tech dual credit.*

Credit pending!

TRANSPORTATION CLUSTER

AUTOMOTIVE SERVICE TECHNOLOGY I [#5510]

Automotive Services Technology I is a first year course where students will learn the functions and operational systems of vehicles, as well as how to diagnose and repair them. Instruction includes accepted diagnostic and repair procedures using modern equipment updated to industry standards. Care and maintenance of tools, equipment, and vehicles are stressed throughout the program, in addition to safety procedures. *This course may be taken for Ivy Tech dual credit.*

AUTI 100/121 [Both Semesters] = 6 Credits

AUTOMOTIVE SERVICE TECHNOLOGY II [#5546]

Automotive Services Technology II is a second year course where students will continue to build on their knowledge of the functions and operational systems of vehicles, as well as how to diagnose and repair them. Instruction includes accepted diagnostic and repair procedures using modern equipment updated to industry standards. Care and maintenance of tools, equipment, and vehicles are stressed throughout the program, in addition to safety procedures. *This course may be taken for Ivy Tech dual credit.*

AUTI 111/131/141 {Both Semesters] = 9 Credits

AUTOMOTIVE COLLISION REPAIR TECHNOLOGY I [#5514]

Automotive Collision Repair Technology I is a first year course that is a functioning commercial body shop. Students gain real-world experience through customer contact and by working with a wide variety of vehicle body problems. Students enrolled in this course will learn how to repair and refinish cars and trucks through a combination of classroom instruction and actual laboratory experience. Through a variety of skills gained in the course, students learn to analyze damage to a vehicle and replace or repair the damaged part(s). *This course may be taken for Ivy Tech dual credit.*

AUBR 101 {Both Semesters] = 3 Credits

AUTOMOTIVE COLLISION REPAIR TECHNOLOGY II [#5544]

Automotive Collision Repair Technology II is a second year course that is a continuation on the study of the functioning commercial body shop. Students gain real-world experience through customer contact and by working with a wide variety of vehicle body problems. Students enrolled in this course will learn how to repair and refinish cars and trucks through a combination of classroom instruction and actual laboratory experience. Through a variety of skills gained in the course, students learn to analyze damage to a vehicle and replace or repair the damaged part(s). *This course may be taken for Ivy Tech dual credit.*

AUBR 103 {Both Semesters] = 3 Credits

RECREATIONAL AND MOBILE EQUIPMENT I [#5842]

Recreational and Mobile Equipment I is a first year course that introduces students to fundamental concepts in the internal workings and operations of engines. Training will cover hydraulics, cooling and electrical systems, and other engine components. Students will explore the interrelatedness of these systems by examining and identifying the commonalities and differences between the various engines that power recreational and mobile equipment.