## Indiana Core 40 Regular Diploma Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits Required</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>8 credits</td>
<td>Including a balance literature, composition, and speech</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>6 credits</td>
<td>2 credits: Algebra I, 2 credits: Geometry, 2 credits: Algebra II</td>
</tr>
</tbody>
</table>
|                          |                  | 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**                   | 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 starting with the Class of 2012:**
- Complete required classes as listed
- Earn minimum of 43 credits
- Pass the ECA Exams of Algebra 1 and sophomore English

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

- Complete all requirements for Core 40 regular diploma
- Earn 2 additional Core 40 math credits
- Earn 2 Core 40 Fine Arts credits
- Earn 6-8 Core 40 world language credits
  (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 one of the following:
  - Complete 2 AP courses (4 credits) and take corresponding AP exams
  - Earn a composite score of 1250 or higher on the SAT with a minimum score of 560 on math and 590 on evidence-based reading and writing
  - Score a composite score of 26 or higher on the ACT
  - Earn 6 college credits in dual credit courses from the approved list
  - Earn a combination of 2 credits in AP course and corresponding AP exams and a minimum of 3 college credits from the dual credit list

Core 40 with Technical Honors Diploma

- Complete all requirements for Core 40 regular diploma
- Complete a career-technical program (8 or more related credits)
- Earn a grade of “C” or better in courses that will count toward the diploma
- Have a grade point average of a “B” or better
- Complete two of the following, one must be A or B:

  A. Score at or above the following levels on WorkKeys: Reading for Information – Level 6; Applied Mathematics – Level 6; Locating Information – Level 5
  B. Complete dual high school/college credit courses in a technical area (6 college credits)
  C. Complete a Professional Career Internship course or Cooperative Education course (2 credits)
  D. Complete an industry-based work experience as part of two-year technical education program (minimum 140 hours)
  E. Earn a state-approved, industry-recognized certification
Choosing Curriculum and Course

Note: EGHS Administration has final approval for any student’s schedule.

**Eastern Greene High School Minimum Credit Requirement**

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

- 10th - 10 credits
- 11th - 20 credits
- 12th - 30 credits

**College Preparatory Curriculum Requirements**

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

**In order to promote a college preparatory curriculum, students are limited to one of the following courses each semester:** Peer Tutoring; Study Hall; Library Assistant; Office Assistant; Teaching 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. See the vocational course offerings and your counselor for more information. Vocational course listings are located in the “Hoosier Hills Career Center Program Descriptions” section.
EGHS Diplomas and Certificates

The following diplomas and certificates are available to graduates of Eastern Greene High School:
(See the “Indiana Core 40 Regular Diploma Requirements for specific requirements.)

Core 40 with Academic Honors Diploma
This is the most rigorous, college-prep honors diploma available. Students interested in attending a selective college (including IU and PU) should aim toward earning this diploma. See page 2 for specific requirements.

Core 40 with Technical Honors Diploma
This is a rigorous, college-prep diploma. This diploma is well suited for students who attend the Hoosier Hills Career Center and those who wish to focus on a technical area. See page 2 for specific requirements.

Core 40 Diploma
This is the minimum diploma recommended by EGHS. It is a college-prep diploma that is required for admission to most four-year Indiana colleges. See page 1 for specific requirements.

General Diploma
Students who opt out* of the Core 40 Diploma can earn a General Diploma. With this diploma, students can typically attend a two-year college (Ivy Tech, VU), join the military, or enter the workforce.

Certificate of Course Completion
Students who complete all course requirements for the General Diploma but do not meet the ISTEP+ Assessments requirement will earn a Certificate of Course Completion.

Certificate of Completion
Special education students that meet requirements as outlined in the Individual Education Plan (IEP) will earn a Certificate of Completion.

*Opt Out Procedure
All students are expected to earn at least the Core 40 Diploma unless they formally opt out of that program into the General Diploma track. The opt out procedure includes a meeting with the student, parent, and school counselor.

NO STUDENT WILL BE PERMITTED TO PARTICIPATE IN GRADUATION EXERCISES UNLESS ALL REQUIREMENTS ARE MET PRIOR TO THE CEREMONY.
Quantitative Reasoning (QR) Courses
(Class of 2016 and beyond must take math or one of these classes junior and senior year)

Agriculture
- Agribusiness Management

Science
- AP Biology
- Chemistry
- Chemistry II
- Integrated Chemistry-Physics
- Physics
- AP Physics
- AP Environmental Science

Social Studies
- Economics

Business
- AP Computer Science
- Personal Financial Responsibility

Technology
- Principles of Engineering

Hoosier Hills Career Center
- Architectural Drafting and Design II
- Mechanical Drafting and Design II
- Precision Machining I
- Precision Machining II

Priority Dual Credit Courses (AHD & THD)
Class of 2016 and beyond - These are the only classes that will count for the dual credit component of the AHD and THD

Agriculture
- Agribusiness Management
- Natural Resources
- Ag. Power
- Animal Science

English
- English 12 ACP
- English 12 Composition and Literature
- Public Communication/Speaking ACP

Math
- AP Calculus AB
- AP Calculus BC
- College Algebra/Pre-Calculus
- Trigonometry

World Languages
- French III
- French IV
- Spanish III
- Spanish IV

Business and Family Consumer Science
- Digital Applications and Responsibility
- Human Development and Wellness

Hoosier Hills Career Center (All THD)
- Automotive Services Technology I
- Automotive Services Technology II
- Automotive Collision Repair I
- Automotive Collision Repair II
- Construction Technology I
- Construction Technology II
- Architectural Drafting and Design I
- Architectural Drafting and Design II
- Early Child Education I
- Early Child Education II
- Fire and Rescue I
- Fire and Rescue II
- Health Science Education I
- Culinary Arts and Hospitality Management
- Advanced Culinary Arts
- Civil Engineering and Architecture
- Welding Technology I
- Welding Technology II

Science
- Chemistry II ACP

Social Studies
- AP US History
- US Government Honors
Weighted GPA for Class Rank – Class of 2015 and Beyond

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.

<table>
<thead>
<tr>
<th>Level of Rigor</th>
<th>Quality Point</th>
<th>Point Scale</th>
<th>Courses in this Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.5</td>
<td>A = 4.5</td>
<td>• College Algebra</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A- = 4.16</td>
<td>• Trigonometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B+ = 3.83</td>
<td>• Survey in Biotechnology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B = 3.5</td>
<td>• Survey of Good Manufacturing Practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B- = 3.16</td>
<td>• Earth and Space Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C+ = 2.83</td>
<td>• Digital Applications and Responsibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C = 2.5</td>
<td>• Human Development and Wellness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C- = 2.16</td>
<td>• AG Animal Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D+ = 1.83</td>
<td>• AG Natural Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D = 1.5</td>
<td>• Ag Power, Structure, and Tech</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D- = 1.16</td>
<td>• Agribusiness Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F = 0.00</td>
<td>• Spanish III</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• French III</td>
</tr>
<tr>
<td>2</td>
<td>1.0</td>
<td>A = 5.0</td>
<td>• AP Physics I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A- = 4.66</td>
<td>• AP Environmental Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B+ = 4.33</td>
<td>• Chemistry II ACP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B = 4.0</td>
<td>• AP Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B- = 3.66</td>
<td>• AP Calculus AB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C+ = 3.33</td>
<td>• AP Calculus BC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C = 3.0</td>
<td>• AP Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C- = 2.66</td>
<td>• AP English Language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D+ = 2.33</td>
<td>• English 12 Composition and Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D = 2.0</td>
<td>• English 12 ACP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D- = 1.66</td>
<td>• Public Communication/Public Speaking ACP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F = 0.00</td>
<td>• AP Computer Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• US Government Honors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• AP US History</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Spanish IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• French IV</td>
</tr>
</tbody>
</table>
## Advanced Placement (AP) and Dual High School/College Courses

### Advanced Placement (AP)

<table>
<thead>
<tr>
<th>EGHS Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Calculus AB</td>
<td>$8</td>
</tr>
<tr>
<td>AP Calculus BC</td>
<td>$8</td>
</tr>
<tr>
<td>AP Computer Science</td>
<td>$8</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>$8</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>$8</td>
</tr>
<tr>
<td>AP Biology</td>
<td>$8</td>
</tr>
<tr>
<td>AP Physics</td>
<td>$8</td>
</tr>
<tr>
<td>AP English Language</td>
<td>$8</td>
</tr>
<tr>
<td>AP US History</td>
<td>$91</td>
</tr>
</tbody>
</table>

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

**Note:** Students taking an AP course to satisfy the Core 40 with Academic Honors Diploma requirement must also take the corresponding AP exam.

### Dual High School/College Courses

<table>
<thead>
<tr>
<th>EGHS Course</th>
<th>College/Course</th>
<th># of College Credits</th>
<th>Fee ('17-'18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 12 Composition and Literature Semester 1</td>
<td>Ivy Tech (ENGL 111)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>English 12 Composition and Literature Semester 2</td>
<td>Ivy Tech (ENGL 206)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ACP English 12 – Reading, Writing, and Literary Interpretation</td>
<td>IU (ENG W131 and ENGL 202)</td>
<td>6</td>
<td>$150</td>
</tr>
<tr>
<td>ACP Public Communications and Public Speaking</td>
<td>IU (ENG P155 and ENGL 211)</td>
<td>3</td>
<td>$75</td>
</tr>
<tr>
<td>Calculus I</td>
<td>Ivy Tech (MATH 211)</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>Calculus II</td>
<td>Ivy Tech (MATH 212)</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>College Algebra/Pre-Calculus</td>
<td>Ivy Tech (MATH 136)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>Ivy Tech (MATH 137)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Agribusiness Management</td>
<td>Ivy Tech (AGRI 102)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Agriculture – Animal Science</td>
<td>Ivy Tech (AGRI 103)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Agriculture – Natural Resources</td>
<td>Ivy Tech (AGRI 115)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Agriculture – Power, Structure, and Technology</td>
<td>Ivy Tech (AGRI 106)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ACP Chemistry II</td>
<td>IU (CHEM C101 and CHEM C121)</td>
<td>5</td>
<td>$125.00</td>
</tr>
<tr>
<td>Earth and Space Science</td>
<td>Ivy Tech (SCIN 100)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Survey in Biotechnology</td>
<td>Ivy Tech (BIOT 100)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Survey of Good Manufacturing Practices</td>
<td>Ivy Tech (BIOT 102)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Digital Applications and Responsibilities</td>
<td>Ivy Tech (CINS 101)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Human Development and Wellness</td>
<td>Ivy Tech (HLHS 111)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>French III</td>
<td>Ivy Tech (FREN 101 and FREN 102)</td>
<td>8</td>
<td>None</td>
</tr>
<tr>
<td>French IV</td>
<td>Ivy Tech (FREN 201 and FREN 202)</td>
<td>6</td>
<td>None</td>
</tr>
<tr>
<td>Spanish III</td>
<td>Ivy Tech (SPAN 101 and SPAN 102)</td>
<td>8</td>
<td>None</td>
</tr>
<tr>
<td>Spanish IV</td>
<td>Ivy Tech (SPAN 201 and SPAN 202)</td>
<td>6</td>
<td>None</td>
</tr>
<tr>
<td>US Government Honors</td>
<td>Ivy Tech (POLS 101)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>US History Honors</td>
<td>Ivy Tech (HIST 101 and HIST 102)</td>
<td>6</td>
<td>None</td>
</tr>
<tr>
<td>Hoosier Hills Career Center</td>
<td>Varies on Program</td>
<td></td>
<td>See “Hoosier Hills” section for additional information</td>
</tr>
</tbody>
</table>

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

Advance College Project (ACP) Eligibility Criteria

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

For information regarding the transfer of ACP credit to other colleges and universities, go to www.acp.indiana.edu.

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

Core Transfer Library

The Core Transfer Library (CTL) helps students and families by ensuring that earned dual college credits from college courses listed on the CTL will transfer to any public college in the state. For additional information, please visit www.transferin.net/ctl.

A Note about AP, ACP, and Dual High School/College Credit Courses

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

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

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

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

3 credits – Speaking and Listening
Public Speaking (ENG P155 – Indiana U)

3 – 9 credits – Quantitative Reasoning
College Algebra/Pre-Calculus (MATH 136 – Ivy Tech)
Trigonometry (MATH 137 – Ivy Tech)
Calculus I (MATH 211 – Ivy Tech)
Calculus II (MATH 212 – Ivy Tech)

3 – 10 credits – Scientific
Chemistry II (CHEM 101 – Indiana U)
Physics I AP (Advanced placement, 3 or higher required on exam)
Earth/Space Science (SCIN 100 – Ivy Tech)

3 – 9 credits – Social and Behavioral
US History AP (HIST 101 – Ivy Tech)
US History AP (HIST 102 – Ivy Tech)
US Government Honors (POLS 101 – Ivy Tech)

3 – 9 credits – Humanistic
Introduction to Literature (ENGL 206 – Ivy Tech)
French III (FREN 101 and FREN 102 – Ivy Tech)
French IV (FREN 201 and FREN 202 – Ivy Tech)
Spanish III (SPAN 101 and SPAN 102 – Ivy Tech)
Spanish IV (SPAN 201 and SPAN 202 – Ivy Tech)

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

NOTES:
NCAA Student 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 Docufide/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 Docufide/Parchment.
• Certifications will only be performed for student-athletes placed on an NCAA Division I or II institution’s request list.
We encourage students and parents to check the “Counselor’s Corner” on the school’s website for updated information from the Guidance Office. Seniors, especially, need to check often for scholarship and post-secondary updates.

1. Courses taken in grades 7 and 8 do not fulfill or apply toward the requirements of graduation.

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

   *This credit taken in 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.*

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

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

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

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

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

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

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

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

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

Language Arts

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>English 10</th>
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<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>10th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>English 9</td>
</tr>
</tbody>
</table>

*English 10,* an integrated English course based on Indiana’s Academic Standards for English/Language Arts in Grade 10, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

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

<table>
<thead>
<tr>
<th>Course Name</th>
<th>English 10 Honors</th>
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</thead>
<tbody>
<tr>
<td>Semesters</td>
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<td>Credits</td>
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<tr>
<td>Grades</td>
<td>10th</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>English 9</td>
</tr>
</tbody>
</table>

*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.

- Minimum of B in English Grade 9
- Final decision to be made by English department

<table>
<thead>
<tr>
<th>Course Name</th>
<th>English 11</th>
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<tbody>
<tr>
<td>Semesters</td>
<td>2</td>
</tr>
<tr>
<td>Credits</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades</td>
<td>11th</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>English 9 and 10</td>
</tr>
</tbody>
</table>

*English 11,* an integrated English course based on *Indiana’s Academic Standards for English/Language Arts* in Grade 11, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.
English Language and Composition Advanced Placement, is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

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

- Fulfills the Junior English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course
- Minimum PSAT and GPA scores
- Final decision made by English Department

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

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

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

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

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

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

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

***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
**Reading, Writing, and Inquiry: ACP W131**

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

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

**Literary Interpretation: ACP L202**

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

ACP 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**, 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.

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**Debate**, a course based on Indiana's Academic Standards for English Language Arts and the Common Core State Standards for English Language Arts, is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking). **DEBATE PROJECT:** Students complete a project, such as a mock debate or trial, participation in a forum, competition, or tournament, or an argument supporting or opposing different sides of a major issue, which demonstrates knowledge, application, and presentation progress in the Debate course content.

- Recommended Prerequisites: Speech or teacher recommendation
- Fulfills an English Language Arts elective
- Core 40 with Technical Honors diploma

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<thead>
<tr>
<th>Course Name</th>
<th>Creative Writing</th>
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<tbody>
<tr>
<td>Semesters:</td>
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<tr>
<td>Credits:</td>
<td>1 per semester</td>
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<tr>
<td>Grades:</td>
<td>10th, 11th and 12th</td>
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<tr>
<td>Prerequisite:</td>
<td>“C” or better in all previous English classes</td>
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<th>Course Name</th>
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<tr>
<td>Semesters:</td>
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<tr>
<td>Grades:</td>
<td>11th through 12th grade</td>
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<tr>
<td>Prerequisite:</td>
<td>“C” or better in all previous English classes</td>
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</table>
Public Communication and Speaking ACP is a course offered through Indiana University to prepare students to communicate effectively with public audiences. There is an emphasis on oral communication as practiced in public contexts: how to advance reasoned claims in public; how to adapt public oral presentations to particular audiences; how to listen to, interpret, and evaluate public discourse; and how to formulate a clear response.

This course meets the STEGC requirement for speech and can be later transferred to Ivy Tech for the certificate.

***This course can be taken for IU dual credit***

P155/S121 – Both semesters = 3 credits

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 English 10 ECA or other language skills assessments. See the “ISTEP+ Assessments” section for additional information regarding ECA remediation requirements.
This course is designed to encourage students to become effective in gathering information, conducting interviews, writing news, writing creative pieces, and editing.

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

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

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

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

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

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

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

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

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

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

Evaluation:
1. The students will identify various countries and cities, describe likes and dislikes, describe family relationships, make introductions and greetings, describe daily activities, make requests, and describe states of being and feelings through various written and oral quizzes and exams.
2. The students will comprehend and respond to directions pertaining to basic daily life and activities through classroom activities.
3. The students will develop reading comprehension skills through guided reading activities as well as authentic material.
4. The students will develop writing skills through daily written exercises and journals in the target language.
5. The students will experience the target culture through readings, realia, and classroom projects, such as cooking, and crafts from the world country.
World Languages

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Spanish II</th>
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<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>10th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>“C+” or above average in Spanish I and/or the approval of the Spanish teacher</td>
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</tbody>
</table>

Instruction at this level will begin with a review of the level one work. The class concentrates on the mastery of syntax, the expansion of vocabulary, and reading and writing skills. Instruction will increase the student’s ability to listen and acquire information; read, comprehend and discuss expository materials; expresses themselves with more sophistication in conversations and role-playing situations; write short compositions with accuracy. Culture learning will be integrated in the class.

Specific Objectives:

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

Evaluation:

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

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

Specific objectives:

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

Evaluation:

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

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

<table>
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<tr>
<th>Course Name</th>
<th>Spanish III</th>
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<tbody>
<tr>
<td>Semesters:</td>
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<td>Credits:</td>
<td>1 per semester</td>
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<tr>
<td>Grades:</td>
<td>11th and 12th</td>
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Prerequisite: “C+” or above average in Spanish I and II and/or the approval of the Spanish teacher.

**SPAN 101 – 1st semester = 4 credits**
**SPAN 102 – 2nd semester = 4 credits**
The two basic goals at this level are:

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

Specific goals:

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

Evaluation:

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

Novels for Spanish 4: **Marianela, 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

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

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

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

Specific Objectives:

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

Evaluation:

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

Specific objectives:

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

Evaluation:

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

***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
The three basic goals at this level are:

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

Specific goals:

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

Evaluation:

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

***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***

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\text{FREN 201 – 1}\text{st semester} = 3 \text{ credits} \\
\text{FREN 202 – 2}\text{nd semester} = 3 \text{ credits}
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Social Studies focuses on lifelong learning to understand, analyze, react to, and act upon the relationships between people and their environments in time and space. Social Studies provides opportunities that develop knowledge and skills which enable students to grow in: (1) personal and civic responsibility; (2) perspectives that allow students to see themselves as part of a larger human experience; (3) critical understanding of history, geography, economics, political and social institutions, traditions and civic virtues in America and the world; and (4) thinking analytically and applying the concepts learned.

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

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

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

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

Six social studies credits are required for the Academic Honors Diploma. Students must take at least two credits of United States History and one credit of United States Government. Students must also take a course emphasizing economics, for at least one credit, and a course which emphasizes geography, for at least one credit, or a course which emphasizes world history, for at least one credit. Selections from a range of approved course titles which emphasize world history or geography are acceptable. Additional Indiana State Board of Education-approved course titles for social studies may be selected to complete the six-credit social studies requirement or to count as electives toward the total for forty (40) credits required for Core 40 and toward the total for forty-seven (47) credits required for the Academic Honors Diploma.
Social Studies

Course Name: Economics
Semesters: 1
Credits: 1 per semester
Grades: 12th only
Prerequisite: 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.

Social Studies

Course Name: U.S. Government
Semesters: 1
Credits: 1 per semester
Grades: 12th only
Prerequisite: 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.
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.

Students who wish to earn dual credit through Ivy Tech Community College may sign up for this section listed as U.S. Government – Honors. 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 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***

POLS 101 – 1st Semester = 3 credits
United States History is a two-semester course, which builds upon concepts developed in previous studies of American History. Students in this course are expected to identify and review significant events, persons, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of key events, persons, and groups with political, economic, social, and culture influences on state and national development in the late nineteenth, twentieth, and early twenty-first centuries. Students are expected to trace and analyze chronological periods and examine the relationship of significant themes and concepts in Indiana and United States history. They are expected to develop skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, and research that uses primary and secondary sources found at local and state historic sites, museums, libraries, and archival collections, including electronic sources. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents, which provide diverse perspectives. Investigation of themes and issues includes cultural pluralism and diversity of opinion in American society. Students should exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision-making in the classroom, school, and community setting.

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
World History is a two-semester course. It emphasizes events and developments in the past that greatly affected large numbers of people across broad areas of the earth and that significantly influenced peoples and places in subsequent eras. Some key events and developments pertain primarily to particular place and people; others, by contrast, involve transcultural interactions and exchanges between various people and places in various parts of the world. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. They are expected to compare and contrast events and developments involving diverse peoples and civilizations in different parts of the world. Students are expected to examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Finally, students are expected to apply content knowledge to the practice of thinking and inquiry skills and processes. There should be continuous and pervasive interactions of processes and content, skills, and substance, in the teaching of history.

Geography and History of the World is designed to enable students to use the geographic “way of looking at the world” to deepen their understanding of major global themes that have manifested themselves over time—for example, the origin and spread of world religions; exploration; conquest and imperialism; urbanization; and innovations and revolutions.

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

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

Course Name: Sociology
Semesters: 1
Credits: 1 per semester
Grades: 10th through 12th
Prerequisite: At least 2 previous credits in Social Studies and a 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.

Course Name: Psychology
Semesters: 1
Credits: 1 per semester
Grades: 10th through 12th
Prerequisite: At least 2 previous credits in Social Studies and a 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.
A well-designed and implemented school health education program can help to prevent health problems and improve an individual’s quality of life and total well-being. Comprehensive health education provides the opportunity to develop skills for daily living and prepares individuals for their future. Efforts must be made to emphasize health as a value in life and to enhance critical thinking, decision-making, problem-solving, and behavioral skills. Quality health education motivates individuals to voluntarily take responsibility in protecting, maintaining, and improving their health and to help provide for the well being of their community.

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

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

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

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

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

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

Schools are required to provide an appropriate physical educational program at all grade levels when a student is unable to meet physical education course requirements. Adapted physical education relates specifically to students with special mental, physical, sensory, behavioral, or neurological needs. Adapted physical education should be offered in the least restrictive environment and is based on an individual assessment. Physical education can also be modified for students with sincerely held religious objections to the regular physical education program, as well as for short-term modifications due to illness or a temporary injury. Goals and objectives appropriate to the individual’s needs should be identified and used to evaluate student progress. It is recommended that all individuals responsible for the education of the child (counselor, teacher, administrator, parent, religious official, doctor, and so forth) be involved in the planning process whenever the course is modified or adapted.
A laboratory course (L), as defined in 511 IAC 6.1-1-2, is one in which a minimum of twenty-five percent (25%) of the total instructional time must be devoted to laboratory activities. It further defines laboratory activities as those activities in which the pupil personally utilizes appropriate procedures and equipment in accomplishing that learning task. All high school physical education courses are identified as laboratory courses.

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

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

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

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

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

The Indiana Academic Standards for Science outline the skills and knowledge base expected of a student for science. These statements of what a student should know and be able to do are based upon Benchmarks for Science Literacy, from Project 2061 of the American Association for the Advancement of Science. These standards are available from the Indiana Department of Education.
The Rules of the State Board of Education require four (4) credits in science for graduation from Indiana high schools. The rules further specify that these four (4) credits shall include content from more than one of the major science discipline categories. Students may meet this requirement by acquiring two credits (taking a year-long course) in more than one of the three major science discipline categories, such as the Life Sciences, the Earth and Space Sciences, and the Physical Sciences. Since all integrated science courses include content from more than one of these science discipline categories, a student could technically meet the requirement by acquiring one or two credits in an integrated science course and the remainder of the four credits from a single discipline category. Such a combination of credits is not recommended; however, because the course work does not generally provide as good of a balance of science knowledge and will most likely have built-in content redundancy.

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

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

All approved science courses are laboratory courses and must be taught as laboratory courses. A laboratory course, as defined in 511 IAC 6.1-1-2, is one in which a minimum of twenty-five percent (25%) of the total instructional time is devoted to laboratory activities. Laboratory activities are defined as those activities in which the pupil personally utilizes appropriate procedures and equipment in accomplishing the learning task.
Earth and Space Science I provides a study of the earth’s lithosphere, atmosphere, and hydrosphere, and its celestial environment. This course emphasizes the study of energy at work in forming and modifying earth materials, landforms, and continents through geological time. Students have opportunities to gain an understanding of the history of the development of the earth and space sciences, to explore the uses of knowledge of the earth and its environment in various careers, and to investigate problems related to personal needs and social issues.

***This course can be taken for Ivy Tech dual credit. In order to receive college credit for this course, you must have a minimum PSAT, SAT, or Accuplacer score and a C- or higher***

SCIN 100 – Both semesters = 3 credits

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.

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.
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.

Any Chemistry II student may choose to concurrently earn college credit through IU. The student will need to complete the official ACP application process for C101 and C121 and be officially accepted by IU in order to earn these credits. Upon acceptance to this program, students need to be aware that their high school and IU grades may differ. The high school grade is based upon completed homework, lab reports, quizzes, and tests (weighting of these categories will be determined at the beginning of each school year). The IU C101 grade will be based primarily on the unit tests and the final exam provided by Indiana University. The IU C121 portion will be based on the lab reports, lab questions, and lab final exam.

**CHEM C101/C121 – 1st and 2nd semester (need both semesters) = 5 credit**

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

**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 unit 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.
Survey in Biotechnology presents an in-depth overview of biotechnology emphasizing basic molecular techniques of DNA engineering; processes involved in protein purification and analysis; microbial, plant, aquatic, medical, and animal biotechnology; regulations and ethics of the biotechnology industry. This course is dual credit through Ivy Tech designed to jumpstart students on to careers in biotechnology-related fields at major medical manufacturing facilities.

***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***

BIOT 100 – Both semesters = 3 credits

Survey in Good Manufacturing Practices provides more information into the biotechnology field and gives students an advanced look at biotechnology practices. This course presents the basics of manufacturing within the biotechnology industry, gaining an understanding of the work environment. Students will learn a brief history of the Food and Drug Administration (FDA), then will learn how the practices set forth by the FDA control the work environment and the behavior of workers in the field. This course prepares students for the most basic entry level position in this regulated industry. This course is dual credit through Ivy Tech designed to jumpstart students on to careers in biotechnology-related fields at major medical manufacturing facilities.

***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***

BIOT 102 – Both semesters = 3 credits
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 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.

The AP Environmental Science course is 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.
All students can learn and apply mathematics. Therefore, mathematics education must be proactive in order to prepare students for societal demands upon graduation. This necessitates a change in the teacher-student relationship. Therefore, the Teacher:

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

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

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

- Students select and apply problem-solving methods using appropriate skills, concepts, and technology.
- Students communicate, orally and in writing, mathematical ideas as well as their power and usefulness in the real world.
- Students understand the connections and relationships among various mathematical topics and their applications in society at large.
All students should have ready access to appropriate technology. Technology such as calculators, graphing calculators, and computers has dramatically altered the teaching of mathematics. This technology makes calculation easy and often makes mathematics visual due to its ability to draw graphs and charts. It also allows the mathematics class to consider real problems. Calculators and computers, with appropriate software, transform the mathematics classroom into a laboratory much like the environment in many science classrooms, where students use technology to investigate, conjecture, and verify their findings. Modern mathematics instruction makes full use of these technological aids, and modern students cannot study mathematics without them.
Algebra IA provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of a function is emphasized throughout the course. Topics include operations with real numbers, linear equations and inequalities, relations and functions, polynomials, algebraic fractions, and nonlinear equations. Students will be required to have a scientific calculator; school-owned graphing calculators will be used in class. This is primarily a course for students planning to attend a four-year college.

Homework: 30-45 minutes daily

Algebra IB provides students with an introduction to basic algebraic concepts. It covers many of the same topics covered in Algebra IA, but at a slower pace and in less depth. Topics that will be covered include equations, inequalities, systems of equations, real numbers, expressions, functions, graphing, exponential functions, and quadratics. Students are allowed to use their notes on tests and quizzes. Students are required to have a scientific calculator.

Homework: 30-45 minutes daily
Algebra Enrichment is a mathematics support course for Algebra IB. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra Enrichment align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra Enrichment combines standards from high school courses with foundational standards from the middle grades. Also, Algebra Enrichment will provide extra time for students to practice concepts discussed in Algebra IB.

Algebra Enrichment and Algebra IB courses are paired together. Students will receive the same grade for both Algebra IB and Algebra Enrichment course.

Math 10 is a new two-semester course designed to reinforce and elevate the Algebra 1 knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra I and essentials for passing the state’s graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I teacher based on diagnostic results of performance in Algebra I and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state’s graduation qualifying exam in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student’s needs.

This course can count as mathematics credits towards graduation for General Diploma students only.
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.

Homework: 15-20 minutes daily. Students are required to have a scientific calculator.

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.
In *Algebra IIB*, 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 IIB* covers most of the same topics as *Algebra IIA*, 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.

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

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

<table>
<thead>
<tr>
<th>Course Name</th>
<th>College Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>1</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Must have passed Algebra IIA or IIB with a C- or higher and teacher recommendation</td>
</tr>
</tbody>
</table>

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

Homework: 30-45 minutes daily

***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***

**MATH 136 – 1st semester = 3 credits**

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**Mathematics**

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

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

***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***

**MATH 137 – 2nd semester = 3 credits**
Pre-calculus is a course blends together all the pre-calculus concepts and skills that must be mastered prior to enrollment in a college-level calculus course. The following topics are covered in this course: 1) trigonometry in triangles; 2) trigonometric functions, identities, and equations; 3) polar coordinates and complex numbers; 4) relations and functions; 5) exponential and logarithmic functions; 6) sequences and series; 7) matrices and determinants; and 8) probability and statistics. Students are required to have both a regular scientific calculator and a graphing calculator (TI-84) for this course.

Homework: 30-45 minutes daily.

***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***

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

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

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

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

Homework: 30-60 minutes daily.
Mathematics

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>AP Calculus AB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>11th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Must have passed Trig/Pre-Calculus with a grade of “C-“ or better</td>
</tr>
</tbody>
</table>

*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 derivative and the integral, as well as the theory of calculus. Students are required to purchase a graphing calculator (TI-84).

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 a grade of C- or higher. You must also have received credit for MATH 136 and MATH 137***

**MATH 211 – both semesters = 4 credits**

Mathematics

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>AP Calculus BC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Must have passed Calculus 1 with a grade of “C-“ or better and teacher recommendation</td>
</tr>
</tbody>
</table>

*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 a grade of C- or higher. You must also have received all credit for MATH M211***

**MATH 212 – both semesters = 4 credits**
Introduction
Agricultural Education is an active part of the curriculum for many high schools in Indiana. This program area combines the home, the school and the community as the means of education in agriculture and natural resources. The courses provide students with a solid foundation of academic knowledge and hands-on opportunities to apply this knowledge through classroom activities, laboratory experiments and project applications, supervised agricultural experiences (SAE) and FFA.

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

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

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

Agricultural Science and Business and FFA programs have a long history of successfully preparing students for entry-level careers and furthering education and training in the science, business and technology of agriculture. The programs combine classroom instruction and hands-on career focused learning to develop students’ potential for premier leadership, personal growth and career success.
**Agricultural Education**

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Introduction to Agriculture, Food and Natural Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>9th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
</tbody>
</table>

*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.

**Agricultural Education**

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Agricultural Power, Structure and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>11th and 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Introduction to Agriculture, Food and Natural Resources</td>
</tr>
</tbody>
</table>

*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
### Agricultural Education

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Animal Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>10th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Introduction to Agriculture + Biology I</td>
</tr>
</tbody>
</table>

*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**

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### Agricultural Education

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Natural Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>9th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Introduction to Agriculture, Food and Natural Resources</td>
</tr>
</tbody>
</table>

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

- Recommended Grade Level: Grade 11-12
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General diploma only

***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
Business and industry surveys indicate that economic survival in the 21st century will demand that students know and understand both fundamental and technical concepts of business as well as possess the ability to execute these concepts in any setting. All persons, regardless of age, gender, and career aspirations, can benefit from participating in business education.

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

Therefore, the Indiana Business Education Curriculum is designed to develop and enhance the following five education areas: Basic Skills, Life Skills, Information Technology Skills, International Business Knowledge, and Lifelong Learning.
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 minibaskets/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 – 2nd semester = 3 credits

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 & Careers**

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Personal Financial Responsibility</th>
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</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>1</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>9th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>None</td>
</tr>
</tbody>
</table>

*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.

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**Business & Careers**

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>AP Computer Science</th>
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<tbody>
<tr>
<td>Semesters:</td>
<td>2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>11th through 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Digital Citizenship and Algebra 1</td>
</tr>
</tbody>
</table>

*Computer Science Advanced Placement* 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:

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.
### Non-Departmental

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Peer Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Credits:</td>
<td>1 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>11 and 12</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>English Honors Classes, approval by WRAC director, counselor, one department head</td>
</tr>
</tbody>
</table>

Peer Tutoring provides high school students with an organized exploratory experience assisting students in grades nine through twelve (9-12) in multiple subject areas. The course provides opportunities for the students taking the class to develop a basic understanding of individual differences in learning, differentiated instruction, and strategies in literacy. Students can also explore career skills dealing with teaching/training. Students who are interested must complete the WRAC Application Part I and Part II. Students sign a commitment to follow the rules of tutoring concerning training, confidentiality, and responsibility. Each month, students will complete training exercises that will be designed to prepare them for individual tutoring sessions and to meet the guidelines for specific classroom assignments. Tutors will be located in the library, but will move to other classrooms as teachers request them. Tutors will work with individual clients, small groups, and classrooms.

### Non-Departmental

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Student Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters:</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Credits:</td>
<td>0.5 per semester</td>
</tr>
<tr>
<td>Grades:</td>
<td>11th and 12th</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>Must have a 2.50 GPA, good attendance record and approval by administration</td>
</tr>
</tbody>
</table>

This course was formally known as “cadet”. The course strengthens previously developed skills and introduces new skills, concepts, and applications needed to prepare students for entry-level employment. Students could work in the high school, and/or superintendent’s offices. The only grade given for student assistant is “P” (pass) or “F” (fail). This class is not included in GPA.
### Non-Departmental

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

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.
The Indiana Technology Education curriculum was developed to provide the secondary students of the state with an education that will help them understand and participate in the technological society surrounding them. The curriculum has as its foundation a belief that technology is applying resources to design, produce, and use products and services that extend the human potential for improving and controlling the natural and human-made environment. This view leads four major points of focus: (1) designing technology, (2) using technological processes to produce artifacts and systems, (3) using technological devices and systems appropriately, and (4) assessing the impacts of technology on people, society, and the environment.
Technology

Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

Technology

Introduction to Communications is a course that specializes in identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Using the base knowledge student will use the design process to solve design projects in each communication area.
**Technology**

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Introduction to Transportation</th>
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*Introduction to Transportation* is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo and goods. Students will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services, and systems as it relates to the transportation industries. Content of this course includes the study of how transportation impacts individuals, society, and the environment. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant transportation related activities, problems, and settings.

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**Technology**

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Intro. To Engineering Design</th>
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<tr>
<td>Prerequisite:</td>
<td>Algebra 1</td>
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*Introduction to Engineering Design* is an introductory course that develops student problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software.

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**Technology**

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<tr>
<th>Course Name:</th>
<th>Principles of Engineering</th>
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<tr>
<td>Prerequisite:</td>
<td>Intro. To Engineering Design</td>
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*Principles of Engineering* is a course that helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.
Today’s students are the future leaders and members of tomorrow’s families, workplaces, and communities. They need to be able to act responsibly and productively. The discipline of Family and Consumer Sciences has its central focus preparing individuals to become independent, to assume family roles, to contribute to the good of the community and society, to balance work and family, and to transfer personal skills to the workplace.

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

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

- Strengthening the well-being of individuals and families across the life span.
- Becoming responsible citizens and leaders in family, community, and work settings.
- Promoting optimal nutrition and wellness across the life span.
- Managing resources to meet the material needs of individuals and families.
- Balancing personal, home, family, and work lives.
- Using critical and creative thinking skills to address problems in diverse family, community, and work environments.
- Successful life management, employment, and career development.
- Functioning effectively as providers and consumers of goods and services.
- Appreciating human worth and accepting responsibility for one’s actions and success in family and work life.”—National Mission Statement
**Family and Consumer Sciences**
**F.A.C.S.**

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<thead>
<tr>
<th>Course Name:</th>
<th>Intro to Fashion and Textiles</th>
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<td>Prerequisite:</td>
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*Introduction To Fashion and Textiles* is an introductory course for students interested in a career in the fashion, textile, and apparel industry. This course includes the study of careers in the fashion industry, selection of fashion, textiles, and apparel goods and their properties, and the factors which influence the merchandising industry. Lab experiences will include repair, product research and testing, maintenance of textile products, application of equipment utilized in the industry. There will be a project which integrates a lab experience and field experience.

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<tr>
<th>Course Name:</th>
<th>Intro. To Housing &amp; Interior Design</th>
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*Introduction to Housing & Interior Design* is an introductory course for students interested in a career within the housing, interior design or furnishing industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values, and lifestyles of individuals, families, and clients. Housing decisions are examined, along with housing choices and the types of housing available. Basic historical architectural styling and basic furniture styles will be explored. The principles and elements of design, evaluating floor plans, and color will also be addressed.
**Child Development** is an introductory course for students interested in careers relating to infants and young children. This course addresses issues from conception and the prenatal development to age 1. Students will study prenatal development, birth, and the growth and development of children. There is a baby-think-it-over project included in this course, along with concrete mathematics and language art proficiencies. Plus, there will be introductory field experiences or guest speakers with infants, parents, and young children. This course provides foundation for continuing and post-secondary education in all career areas related to children.

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

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<tr>
<th>Course Name:</th>
<th>Human Development and Wellness</th>
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<tr>
<td>Semesters:</td>
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*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.

***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***

**HLHS 111 – Both semesters = 3 credits**

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

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Nutrition and Wellness</th>
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<tr>
<td>Semesters:</td>
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*Nutrition and Wellness* is an introductory course recommended for all students. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient. Topics include food preparation, safety and sanitation, nutrition and wellness applications, and global foods. Food prep experiences are required. This course is the first in a sequence of courses that provides a foundation for post-secondary education.
Advanced Nutrition and Wellness is a course which provides students with the opportunity to study nutrition and how it affects the body. Topics include food safety and sanitation, handling and preparation skills, nutritional standards, and career exploration within this field. This course is appropriate for students interested in the medical field, athletic training, and dietetics. This course includes laboratory experiences, which allows students to develop food handling and preparation skills, leadership and communication skills.
The arts consist of three main areas of study: instrumental, vocal music, and visual arts. Each subject area offers students an opportunity to expand their creative energies. Recent studies indicate that students who actively participate in one or more areas of the arts learn self-discipline and structure much easier than those students who do not participate in any area of the arts.

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

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

Course Name: Band
Semesters: 2
Credits: 1 per semester
Grades: 9th – 12th and teacher approval
Prerequisite: Successful completion of Jr. High Band or consent of instructor

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

Time outside of the school day may be scheduled for performances. A number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

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

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

Music & Fine Arts

Course Name: Music Theory and Composition
Semesters: 2
Credits: 1 per semester
Grades: 10th – 12th, 9th with teacher approval
Prerequisite: Choir, band, or strings experience required

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

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

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

Required performances: Formal and Informal Concerts (one each per semester), Southwest Indiana Choral Festival (Oct.), IMEA Non-Competitive Festival (March), ISSMA Organizational Contest (April) and other local performances as assigned.
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.
Students taking the class in Painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of quality works. In the area of:

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

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

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

Course Name: Art 1 – Intro to Two-Dimensional Art
Semesters: 1
Credits: 1 per semester
Grades: 9th through 12th
Prerequisite: 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.
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.
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.
The program descriptions that follow give very brief details about the programs available at the Hoosier Hills Career Center. If a student or parent/guardian needs more detail, they should contact the Career Center Office at 330-7730.

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

### TRANSPORTATION CLUSTER

**AUTOMOTIVE SERVICE TECHNOLOGY I (CC102)**
- **GRADES:** 11-12
- **AFTERNOON (DAILY)**: 5510

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

**AUTOMOTIVE SERVICE TECHNOLOGY II (CC102)**
- **GRADES:** 11-12
- **AFTERNOON (DAILY)**: 5546

Automotive Services Technology II is a second year course that encompasses the sub topics of the NATEF/ASE identified areas of Electrical Systems and Engine Performance. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, engine repair will be included as time permits. This one year offering must meet the NATEF program certifications and provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. Advanced placement credits will be available through Ivy Tech Community College. Length of course: 2 semesters. Students will need to provide basic auto repair tools for this class.

**AUTOMOTIVE COLLISION REPAIR I (CC104)**
- **GRADES:** 11-12
- **AFTERNOON (DAILY)**: 5514

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

**AUTOMOTIVE COLLISION REPAIR II (CC104)**
- **GRADES:** 11-12
- **AFTERNOON (DAILY)**: 5544

Automotive Collision Repair Technology II is a second year course that introduces concepts in auto paint considerations with emphasis on the handling of materials and equipment in modern automotive technologies. Instruction should also emphasize computerized frame diagnosis, computerized color-mixing, and computerized estimating of repair costs. Additional academic skills taught in this course include precision measurement and mathematical calibrations as well as scientific principles related to adhesive compounds, color-mixing, abrasive materials, metallurgy, and composite materials. ASE certification will be available to students when competencies are met. Advanced placement credits will be available through Ivy Tech Community College. Length of course: 2 semesters.
ARCHITECTURE AND CONSTRUCTION CLUSTER

BUILDING CONSTRUCTION TECHNOLOGY I (CC109)  GRADES: 11-12  AFTERNOON (DAILY)  5580
5580 Construction Technology I is a first year course that includes experiences with the formation, installation, maintenance, and repair of buildings, homes, and other structures. Plans, including the relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching residential design and site work will be covered. Instruction in administrative requirements, definitions, building planning, foundations, wall coverings, roof and ceiling construction, and roof assemblies as well as the interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including OSHA Standards for the construction industry. Students need to provide basic building trades tools. Length of course: 2 semesters

BUILDING CONSTRUCTION TECHNOLOGY II (CC109)  GRADES: 11-12  AFTERNOON (DAILY)  5578
5580 Construction Technology I is a second year course that includes experiences with the formation, installation, maintenance, and repair of buildings, homes, and other structures. Plans, including the relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching residential design and site work will be covered. Instruction in administrative requirements, definitions, building planning, foundations, wall coverings, roof and ceiling construction, and roof assemblies as well as the interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including OSHA Standards for the construction industry. Students need to provide basic building trades tools. Length of course: 2 semesters

WELDING TECHNOLOGY I (CC103)  GRADES: 11-12  AFTERNOON (DAILY)  5776
A first year course covering that includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Sales, Design, Research or Engineering. OSHA standards and guide lines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing. Students will need to provide some basic tools including safety glasses, welding helmet, leather welding gloves and tape measure. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters.

WELDING TECHNOLOGY II (CC103)  GRADES: 11-12  AFTERNOON (DAILY)  5778
A second year course including classroom and laboratory experiences that develops a variety of skills in Gas Metal Arc welding, Flux Cored Arc Welding, Gas Tungsten Arc welding, Plasma Cutting and Carbon Arc. OSHA standards and guide lines endorsed by the American Welding Society (AWS) are used with more in depth coverage of the properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing. Students will need to provide some basic tools including safety glasses, welding helmet, leather welding gloves and tape measure. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters.

PRECISION MACHINING I (CC103)  GRADES: 11-12  AFTERNOON (DAILY)  57820A
A first year course providing students with a basic understanding of the precision machining processes used in industry, manufacturing, maintenance and repair including industrial safety, terminology, tools and machine tools, measurement and layout. Students will become familiar with the setup and operation of power saws, drill press, lathe, milling machine, grinders and an introduction to CNC (computer controlled) machines. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing. Students will need to provide some basic tools including safety glasses, welding helmet, leather welding gloves and tape measure. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters.
A second year course more in-depth study of skills learned in Precision Machining I with a stronger focus in CNC setup/operation/programming. Activities include precision set-up and inspection work as well as machine shop calculations. Students will develop skills in advanced machining and measuring parts involving tighter tolerances and more complex geometry. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing. Students will need to provide some basic tools including safety glasses, welding helmet, leather welding gloves and tape measure. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters.

**ADVANCED MANUFACTURING I**

**AFTERNOON (DAILY)**

Advanced Manufacturing, builds on concepts around basic blueprint reading, operating Computer Numerical Control (CNC) milling machines and other skills commonly used in manufacturing. Areas of study will include: precision machining, metal fabrication, inspection, and use of 3-D modeling and Computer Aided Design software (CAD).

**HEALTH SCIENCE CLUSTER**

**FIRE AND RESCUE I (CC113)**

**AFTERNOON (DAILY)**

A first year course providing instruction in five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum. Firefighters and emergency services workers help protect the public against dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. TEAMWORK and RESPONSIBILITY are stressed throughout this program. Length of Course: 2 semesters.

**FIRE AND RESCUE II (CC113)**

**AFTERNOON (DAILY)**

A first year course that is a continuation of Fire and Rescue I. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum. TEAMWORK and RESPONSIBILITY are stressed throughout this program. Length of Course: 2 semesters.

**HEALTH SCIENCE EDUCATION I (CC060)**

**AFTERNOON (DAILY)**

A first year course with content common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, an introduction to health care systems, anatomy, physiology, and medical terminology. Lab experiences are organized and planned around the activities associated with the student's career objectives. Job seeking and personal management skills, self-analysis to aid in career selection and completion of the application process for admission into a post-secondary program of their choice are also included in this course. Students will demonstrate competency in basic technical skills suitable for entry-level employment in the field of health care. Students will participate in the Health Occupations Students of America. Successful completion of this course provides students with CPR/First Aid Certification. The learning environment will include simulated in-school laboratory experiences, job shadowing, and guest speakers. Professional traits are taught which could apply to any career. College credit may be earned through Ivy Tech Community College.

**HOSPITALITY AND HUMAN SERVICES CLUSTER**

**COSMETOLOGY I AND II**

**AFTERNOON (DAILY)**

**MONDAY-FRIDAY -12:30—4:30 PM**

**CLASS MEETS AT INDIANA COSMETOLOGY ACADEMY**

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

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CULINARY ARTS AND PROFESSIONAL BAKING (CC058)  GRADES: 11-12
AFTERNOON (DAILY)  5440
A one year course for first year students. Prepares students for occupations and higher education programs of study. Topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; application of sanitation and safety principles to maintain safe and healthy food service and hospitality environments; use and maintenance of related tools and equipment; and application of management principles. Students will learn to operate a commercial kitchen where they select and prepare foods, serve customers, alter recipes, use quantity cookery, decorate cakes, and cater special events. General restaurant management is stressed while students learn portion control, cashier responsibilities, cleanliness standards, and safety procedures. Students prepare and serve meals to the public in a restaurant setting. Students are required to attend 2 evening functions: the HHCC Fall Open House and the Spring Awards Ceremony. Foods-related field trips are taken 2-3 times a year. Students in this program work closely with local chefs. Students participate in a one-week internship experience as well as compete in regional and state cooking contests. Length of course: 3 trimesters. A notebook, recipe file, cake decorating kit, a chef’s coat, and a chef’s hat will be needed during the program.

ADVANCED CULINARY ARTS (CC058)  GRADES: 11-12
AFTERNOON (DAILY)  5346
A second year course for second year students. Prepares students for occupations and higher education programs of study. Arts builds upon skills and techniques learned in Culinary Arts and Hospitality Management. Topics for this advanced course include: basic baking theory and skills, introduction to breads, introduction to pastry arts, nutrition, nutrition accommodations and adaptations, cost control and purchasing, and current marketing and trends. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition, aesthetic, and sanitary selection; purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; baking and pastry arts skills; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; and related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two, which must be successfully completed before enrolling in this program.

EARLY CHILDHOOD EDUCATION I (CC061)  GRADES: 11-12
AFTERNOON (DAILY)  5412
A one year course for first year students. prepares students for employment in early childhood education from birth to 8 years (3rd grade). Examines basic principles of child development, planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters. An annual TB test, a physical, and CPR training sessions are a required segment of this program. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters;

EARLY CHILDHOOD EDUCATION II (CC061)  GRADES: 11-12
AFTERNOON (DAILY)  5406
A one year course for second year students. A sequential course that builds on the foundational knowledge and skills of Early Childhood Education I. Students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of ECE II include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or "on-the-job" in community-based early childhood education centers, or in a combination of the two. Second year students will work in the lab setting the first half of the school year. They will be taking a more active part in planning, leading and supervising activities. During the second half of the year, students will intern with childcare providers. When possible these providers will be within the student's local community. All student contact with small children will be supervised by an adult. An annual TB test, a physical, and CPR training sessions are a required segment of this program. College credits may be earned through Ivy Tech Community College. Length of course: 2 semesters.