

PERU HIGH SCHOOL

Curriculum & Planning Guide

2023-2024



Business & Information Technology
Education & Human Services
Engineering & Technology
Health & Related Science

Going Above and Beyond for All Students!

www.peru.k12.in.us

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SCHOOL COLORS: Black and Gold

SCHOOL MASCOT: Bengal Tiger

SUPERINTENDENT: Sam Watkins

ASSISTANT SUPERINTENDENT: Dan Durrwachter

PRINCIPAL: Paul Frye

ASSISTANT PRINCIPAL: Pat Polk

ATHELETIC DIRECTOR: Colin Quin

COUNSELORS: Jessica Jones, *Head of Guidance* (12th Grade)
Holly Thompson (9-11th Grade, Last Names A-L)
JJ Burns (9-11th Grade, Last Names M-Z)

VISION STATEMENT

Peru Community Schools is the leader in educational excellence for all students; where parents want to send their children, students want to learn, teachers want to teach, and employees want to work. PCS employs a highly qualified staff, utilizing a diverse, differentiated curriculum that fosters student excellence within an inviting, clean, safe, and technologically advanced environment. PCS' preparation of college and career-ready students is a catalyst for our economic and community growth.

MISSION STATEMENT

Educating Students Positively, Compassionately, and Successfully.

ABOUT PERU HIGH SCHOOL

Peru High School is a comprehensive four-year high school serving the secondary educational needs of students in Miami County. The school is one of three high schools in the county and serves the city of Peru and surrounding areas. The current building houses grades 9 through 12, was originally built in 1971.

Peru High School is accredited by the Indiana Department of Public Instruction and the North Central Association of Secondary Schools and Colleges. PHS is a member of the Mid Indiana Conference.

Students may enroll in courses in twelve academic areas. Within each area a wide variety of course offerings attempt to meet the ability and interest levels of all students. Well trained teachers, administrators, counselors, and support personnel attempt to provide the best possible climate for positive learning experiences. A wide variety of clubs, activities, and sports are available for students to choose from to complement their classroom activities.

In keeping with the philosophy of supplying a safe and positive climate for learning, while providing for students with differing needs and abilities, PHS encourages and appreciates patron and community involvement. PHS appreciates positive suggestions which will improve the educational experiences of our students.

PHS GRADUATION CREDIT REQUIREMENTS

As a PHS student, there are additional PHS local credits that are required for Academic Honors, Technical Honors, and Core 40. The credit requirement totals are as follows; *Academic Honors and Technical Honors – 47, Core 40 – 40, General Diploma – 40.*

STATEMENT ON HIGH SCHOOL CREDITS BELOW GRADE 9 AND CORE 40

For a number of years, schools needed a state-approved waiver to grant high school credit for courses taken before students enter Grade 9. The State Board of Education now allows for local determination of when such courses may count as high school credit. Peru Community Schools approved the granting of credits for courses taken before 9th grade, which began with the class of 2003. The purpose, however, of allowing courses taken in middle or junior high school to count as high school credits remains the same as it always has been: to allow students to accumulate more credits rather than to diminish the amount or quality of work that will be completed in Grades 9 through 12.

In regard to the CORE 40 program jointly adopted by the State Board of Education and Commission for Higher Education, credits at the middle or junior high school level are supplemental to those required by CORE 40.

As a reminder, the following points should be considered if credit is awarded for a course taken before the student enters Grade 9:

- Course content must meet the competencies and proficiencies of the corresponding high school requirement. Corresponding grades are recorded on student transcripts and included in grade point average (GPA).
- College admission officers often look for evidence that students have taken certain classes, specifically mathematics, in the final years of high school. College-bound students should not end their study of mathematics in their junior year. In addition, parents and students should be reminded that there is a direct correlation between SAT and ACT scores and the number of academic courses taken in high school.
- Schools should carefully consider the circumstances under which credit will be awarded for courses taken before students enter Grade 9. The physical, intellectual, social, and emotional maturity of students, as well as course content, should be considered when identifying courses that may be taken for credit below Grade 9.
- Grading policies and practices must be consistent at both the high school and middle school or junior high school levels.
- High school credit courses offered before students enter Grade 9 must satisfy state proficiencies and CORE 40 competencies, where applicable.
- NCAA eligibility rules provide that courses taken before Grade 9 may not be used to satisfy core curriculum require.

NCAA ELIGIBILITY RULES

According to NCAA rules students must complete the “16 Core-Course Rule.” This rule is defined as follows:

- 4 years of English (8 English credits)
- 3 years of mathematics (6 math credits of Algebra I and above)
- 2 years of natural/physical science (4 credits of science)
- 1 year of additional English, math, or science (2 credits)
- 2 years of social studies (4 social studies credits)
- 4 years of additional courses (8 credits from above areas OR 8 credits of World Language)

At Peru High School a student wanting to be eligible for NCAA Division I must earn 32 credits in the following subject areas: 8 English credits, 8 math credits (Algebra I and higher), 8 science credits, and 8 social studies credits, OR 8 English credits, 6 math credits, 6 science credits, 6 social studies credits, and 6 world language credits. *Again, note that NCAA eligibility rules provide that courses taken before Grade 9 may not be used to satisfy core curriculum requirements for college athletic eligibility.*

STATEMENT ON COLLEGE ADMISSIONS

Colleges may use additional factors to determine who is admitted. Class rank, test scores, essays, and interviews may influence the admissions determination. Within these institutions, some degree programs may impose additional requirements. Colleges may also have a special admissions process for those students’ not meeting specific high school diploma requirements. If a student qualifies for financial need determined by Free Application for Federal Student Aid (FAFSA), high school graduates who complete a Core 40, Core 40 with Technical Honors, or Core 40 with Academic Honors curriculum will be eligible for state grant premiums. All Core 40 diploma types must have a “C” average or better to qualify for State Financial Aid.

Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

Course and Credit Requirements

English/ Language Arts	8 credits Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math or quantitative reasoning course each year in high school</i>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits <small>(College and Career Pathway courses recommended)</small>

40 Total State Credits Required

CORE40 with Academic Honors (minimum of 47 credits)

- Complete all requirements for Core 40
- Earn 2 additional Core 40 Math Credits
- Earn 6 - 8 Core 40 world language credits (6 credits in 1 language or 4 credits each in two languages)
- Earn 2 Core 40 fine arts credits
- Earn a grade of a "C" or better in courses that will count toward the diploma
- Grade Point Average of a "B" or better
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list,
 - C. Earn a combined score of 1750 or higher on the SAT Math, Critical Reading and Writing sections and a minimum score of 530 on each
 - D. Earn an ACT composite score of 26 or higher & complete the written section.
 - E. Earn 2 of the following:
 1. Minimum of 3 verifiable transcribed college credits from approved dual credit list,
 2. 2 Credits in AP courses and corresponding AP exams

CORE40 with Technical Honors (minimum of 47 credits)

- Complete all requirements for Core 40
- Earn 6 credits in the college & career preparation courses in a state approved College & Career Pathway and one of the following:
 1. State approved, industry recognized certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a GPA of a "B" or better.
- Complete one of the following,
 - A. Any one of the options (A-F) of the Core 40 with Academic Honors
 - B. Earn the following scores or higher on the WorkKeys: Reading for Information-Level 6, Applied Mathematics-Level 6, and Locating Information-Level 5.
 - C. Earn the following minimum score(s) on Accuplacer; Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

Indiana General High School Diploma

The completion of Core 40 is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) must meet to discuss the student's progress.
- The student's Graduation Plan (including four-year course plan) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Course and Credit Requirements (Class of 2016 & Beyond)

English/Language Arts	8 credits
	Credits must include literature, composition and speech
Mathematics	4 credits
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.
Science	4 credits
	2 credits: Biology I 2 credits: Any science course At least one credit must be from a Physical Science or Earth and Space Science course
Social Studies	4 credits
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	2 credits
Health and Wellness	1 credit
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	6 credits
Flex Credit	5 credits
	Flex Credits must come from one of the following: <ul style="list-style-type: none"> • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	6 credits Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

40 Total State Credits Required

Schools may have additional local graduation requirements that apply to all students

Indiana's New Graduation Pathways

Class of 2023 & Opt-In Available for All High School Students

Students in the graduating class of 2023 must satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options:

Graduation Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
2) Learn and Demonstrate Employability Skills¹ (Students must complete <i>at least one</i> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: <ul style="list-style-type: none"> • Project-Based Learning Experience; OR • Service-Based Learning Experience; OR • Work-Based Learning Experience.²
3) Postsecondary-Ready Competencies³ (Students must complete <i>at least one</i> of the following.)	<ul style="list-style-type: none"> • Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR • ACT: College-ready benchmarks; OR • SAT: College-ready benchmarks; OR • ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR • State- and Industry-recognized Credential or Certification; OR • State-, Federal-, or Industry-recognized Apprenticeship; OR • Career-Technical Education Concentrator: Must earn a <u>C average</u> or higher in at least 6 high school credits in a career sequence; OR • AP/IB/Dual Credit/Cambridge International courses or CLEP Exams: Must earn a <u>C average</u> or higher in at least three courses; OR • Locally created pathway that meets the framework from and earns the approval of the State Board of Education.

Students will no longer take ISTEP as a graduation requirement. They must fulfill one option from each box listed above. We have defined some of the terms within the graduation pathway options:

Box #1 - High School Diploma

Core 40, Core with Academic Honors, Core 40 with Technical Honors, or General Diploma (See Page 5 & 6 for more information)

Box #2 - Employability Skills

- **Project-Based Learning Experience** – A class where students complete a project that allows them to gain knowledge and skills by working for an extended period of time on a complex question, problem, or challenge.
- **Service-Based Learning Experience** – A meaningful, extended service experience that allows students to apply academic knowledge, while teaching civic/personal responsibility and strengthening communities

Box #2 - Employability Skills Continued

- Work-Based Learning Experience – An experience where students work in a career field to apply theoretical knowledge to practical problems, explore career options, and/or pursue personal goals. This could be a job outside of school or a structured internship experience that students can participate in for high school credit.

Box #3 - Post-Secondary Competencies – Peru High School Options

- Academic & Technical Honors Diploma
- ACT/SAT – College Entrance Exams
- ASVAB – Military Entrance Exam
- Career-Technical Education (CTE) Concentrator – A sequence of classes in the same career field that demonstrate interest/preparation for a future career. (See Page 9 for more information)
- Dual-Credit Classes – A class where a student earns a high school credit and a college credit at the same time. (See Page 82 for a listing of dual-credit classes offered at Peru High School)

CTE Concentrators Available at Peru High School

All incoming 8th graders will be asked to identify a CTE concentrator to pursue. This will ensure that by the time these students are ready to graduate, they will have completed at least 3 year-long classes in a career field that aligns with a CTE concentrator, which is an option for completing the graduation pathways. Students need 3 year-long classes from each area and must take them in the appropriate, sequential order.

PJSHS CTE Concentrators/Next Level Programs of Study

Accounting or Business Management		
Year 1	Year 2	Year 3
Principles of Business Management	Accounting Fundamentals	Advanced Accounting OR Marketing Fundamentals

Biomedical		
Year 1	Year 2	Year 3
PLTW Principles of Biomedical Sciences	PLTW Human Body Systems	PLTW Medical Interventions

Computer Science/Programming		
Year 1	Year 2	Year 3
Principles of Computing	Topics in Computer Science	Computer Science

Engineering		
Year 1	Year 2	Year 3
Introduction to Engineering	Principles of Engineering	Civil/Architecture or Digital Engineering

Hospitality & Tourism		
Year 1	Year 2	Year 3
Principles of Culinary Arts	Culinary Arts	Nutrition

Human Services		
Year 1	Year 2	Year 3
Principles of Human Services	Understanding Diversity	Relationships & Emotions

Construction Trades		
Year 1	Year 2	Year 3
Principles of Constructions Trades	Construction Trades: General Carpentry	Constructions Trades: Framing & Finishing

Fine Arts Pathway / Art		
Required Courses Must Take Both	Required (non-art option) Choose One:	Required Advanced Art Choose One:
Intro to 2D Art Ceramics I/Intro to 3D Art	Principles of Business Management OR Principles of Teaching	Advanced 2D Art Ceramics II/III/IV AP Studio Art Drawing I/II Photography I

Fine Arts Pathway / Band		
Required Courses Must Take Both	Required (non-art option) Choose One:	Required Advanced Band Choose One:
Beginning Concert Band Intermediate Concert Band	Principles of Business Management OR Principles of Teaching	Advanced Fine Arts/Music Theory OR Music Appreciation Jazz Ensemble

Fine Arts Pathway / Choir		
Required Courses Must Take Both	Required (non-art option) Choose One:	Required Advanced Choir Choose One:
Beginning Chorus Intermediate Chorus	Principles of Business Management OR Principles of Teaching	Advanced Fine Arts/Music Theory OR Music Appreciation Vocal Jazz

Entrepreneurship All courses can be taking simultaneously.		
Principles of Entrepreneurship	New Venture Development	Small Business Operations

PHS CTE Concentrators/Class of 2024		
Pre-Requisite Course	REQUIRED	REQUIRED
No Pre Req	Principles of Business Management	Advanced Accounting
PLTW Principles of Biomed	PLTW Human Body Systems	PLTW Medical Interventions
No Pre Req	Computer Science I	Computer Science II
Introduction to Engineering	Principles of Engineering	Civil/Architecture or Digital Engineering
No Pre Req	Human and Social Services I	Human and Social Services II
No Pre Req	Advanced Manufacturing I	Advanced Manufacturing II
No Pre Req	Nutrition Science Careers I	Nutrition Science Careers II

These CTE concentrators can be earned in collaboration between Peru High School & Heartland Career Center. These are available to students as they enter 11th or 12th grade, so students must prepare during 9th/10th grade to pursue these options as CTE concentrators.

HEARTLAND CAREER CENTER	
Precision Agriculture Specialist	6
Automotive Collision Repair	6
Automotive Service Technology	6
Construction Trades	6
Cosmetology – Beginner	6
Cosmetology – Advanced	6
Criminal Justice	6
Culinary Arts	6
Diesel Services Technology	6
Early Childhood Education	6
Electronics & Robotics	6
Graphic Design & Interactive Media	6
Health Science Education	6
Information Technology: Networking	6
Precision Machining	6
Welding Technology	6

PHS HONORS DIPLOMA AND WEIGHTED GRADES

PHS HONORS DIPLOMA REQUIREMENTS:

- Honors students are required, by state mandate, to maintain a “C” or higher in every class applying towards the honors diploma.
- Honors students have at least “B” GPA average, which is at least 8.0/12.0 scale.
- Honors students must complete at least two dual-credit classes (earning at least 6 college credits) or one dual-credit class and one AP class. See PAGE 82 with a list of all dual-credit classes at PHS.
- Honors students are encouraged to proceed in the math sequence through Calculus I. If a student wants to opt out of Calculus I, the student is encouraged to choose another math course in its place. (Most colleges require 4 years of high school math to be accepted.)
- During their senior year, honors students are encouraged to choose between English 12 W131/L202 through Indiana University or ENG111/215 through IVY Tech as their English 12 Honors class.
- Any student who is on an Academic Honors diploma track but fails to meet the academic requirements will immediately be placed on probationary status. If an honors student is placed on probationary status and does not meet the academic standards required for an honors diploma the following semester, they will be transitioned to a different diploma type.
 - No student will be allowed more than two semesters of probationary status during their high school career. If an honors student fails more than one class in a semester, they may be removed from honors status and changed to a different diploma.
 - A student may also be placed on probationary status for honors classes taken while at the junior high level.

PHS WEIGHTED GRADE, AP COURSE, & DUAL CREDIT PROCEDURES:

- All PHS dual credit and AP courses are weighted. Heartland Career Center courses are weighted when a dual credit option from an approved university is offered.
- Student GPA points are increased by two points per class to reflect the weighted grade.
- Students taking a PHS dual credit or AP course, who earn a C or higher in the course and meet the requirements of the awarding college/institution, will have the potential to earn college credits. If you do not earn the college credit, the weight of the GPA points will still apply.
- A full listing of PHS dual credit approved courses can be found in the curriculum guide.
- As new courses are dual credit approved, and a memorandum of understanding is signed with a college/university, courses will be weighted to reflect this agreement starting with the current class and year. Courses will not be “back weighted.”
- Spanish III & IV grades are weighted. The dual credit is earned for Spanish I & II after Spanish III is completed. Spanish I and II are not weighted.
- Post-Secondary institutions have the final decision regarding whether a dual credit is awarded.
- College classes that are taken separate from Peru High School are not considered dual-credit courses. ** WAITING ON MR. FRYE’S APPROVAL. **

Please see your counselor for any courses you do not see in our curriculum guide that you may want to take.

ART

SCOPE & SEQUENCE

9 TH	10 TH	11 TH	12 TH
Ceramics I Introduction/Advanced to 2-D Art	Ceramics I Introduction/Advanced to 2-D Art	Ceramics I Introduction/Advanced to 2-D Art	Ceramics I Introduction/Advanced to 2-D Art
The courses below this box cannot be taken until Introduction to 2D/Adv. 2D is completed with a grade of B- or better. Ceramics II, III, IV cannot be taken until completion of Ceramics I.			
Ceramics II	Advanced 2-D Art II & III Ceramics II, III, IV Drawing I Drawing II (Dual Credit*) Painting I Painting II Photography (Dual Credit**)	Advanced 2-D Art II & III Ceramics II, III, IV Drawing I Drawing II (Dual Credit*) Drawing III Drawing IV Painting I Painting II Photography (Dual Credit**)	Advanced 2-D Art II & III Ceramics II, III, IV Drawing I Drawing II (Dual Credit*) Drawing III Drawing IV Painting I Painting II Photography (Dual Credit**) AP Drawing AP 2D Art & Design AP 3D Art & Design
	*Dual credit only if taken within the same year of Drawing I **Does not require taking Accuplacer	*Dual credit only if taken within the same year of Drawing I **Does not require taking Accuplacer	*Dual credit only if taken within the same year of Drawing I **Does not require taking Accuplacer

INTRODUCTION TO TWO-DIMENSIONAL ART/ADVANCED 2-DIMENSIONAL ART (LAB)

- Grades 9-12
- 1-2 semesters, 1 credit per semester, 2 credits maximum
- Core 40, THD & AHD elective

Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

Advanced Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course builds 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 portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

ADVANCED TWO-DIMENSIONAL ART II AND III (LAB)

- Grades 10-12
- 1-2 semesters, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

Students taking Advanced to Two-Dimensional Art II and/or III engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The prerequisite for this class is passing Advanced 2D with at least a C+ average.

DRAWING I (LAB)

- Grades 10-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for all diplomas
- Must pass Accuplacer exam prior to taking course

Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. All students will have sketchbooks.

DRAWING II, III, IV (LAB)

(DRAWING II/ARTS 100/IVY TECH)

- Grades 10-12
- Each Class: 1 semester, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- **Dual Credit: Ivy Tech** (only Drawing II)
 - Must pass Accuplacer exam prior to receive college credit for this course

Students taking Drawing II/III/IV engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The prerequisite for Drawing II is passing Drawing I with at least a "B" average. Drawing II is the second part of the Drawing series. The class will do a variety of projects to stimulate the imagination and the creative side of art. Life drawing will be stressed and sketchbooks will be required.

SCULPTURE I (LAB)

- Grades 10-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for all diplomas

Students taking Sculpture I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. An introduction to 3-D will start the basic elements of projection drawing, designing elements, and studying of texture to a piece of work. Some of the materials that will be used are plaster, clay for ceramics, and "found objects." This class will work with a wide variety of materials to create aesthetically pleasing 3-D work.

CERAMICS I (LAB)

- Grades 9-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for all diplomas

Students taking Ceramics I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. No prerequisite. This class is offered to students who have an interest in the world of ceramics. Students will hand build a wide variety of ceramic vessels using, but limited to coil, slab, and wheel techniques.

CERAMICS II (LAB)

- Grades 9-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for all diplomas

Students taking Ceramics II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The prerequisite to this class is passing the Ceramics I with at least a B average. This class is designed for the serious ceramicist. We will be working more on the wheel and lid-based ceramics.

CERAMICS III (LAB)

- Grades 10-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for all diplomas

Students taking Ceramics III engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The prerequisite for this class is at least an A- average in ceramics II or department chair approval. This course will cover, but not be limited to coil, slab, wheel thrown, and relief ceramic pieces. An emphasis will be placed on producing work that will help the student become a well-rounded Ceramicist. The student will become familiar with the loading, unloading, and firing of the kiln. The students will work with a variety of firing techniques.

CERAMICS IV (LAB)

- Grades 10-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for all diplomas

Students taking Ceramics IV engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The prerequisite for this class is at least an A- average in Ceramics III or department chair approval. This course is specifically designed for those students who are serious about ceramics and have the self-discipline to work on their own and have the knowledge to fire their own kiln.

PAINTING I (LAB)

- Grades 10-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for all diplomas

Students taking Painting I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The prerequisite for this class is passing Intro to 2-D art with at least a B- average. We will be working with, but limited to, acrylic, watercolor, oil, and mixed media.

PAINTING II (LAB)

- Grades 10-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for all diplomas

Students taking Painting II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The prerequisite to this class is passing Painting I with at least a B average. This class will be working on the stretching of canvas, stuffed painting, as well as different periods of art (student driven).

PHOTOGRAPHY I (LAB)/PHOT 104/IVY TECH & PHOTOGRAPHY II (LAB)

- Grades 10-12
- 1-2 semester course, 1 credit per semester
- Prerequisite: Intro to Two-Dimensional Art & Advanced 2D Art OR CURRENT ACADEMIC HONORS CANDIDATE
- Counts as a Directed Elective or Elective for all diplomas
- **Dual Credit: IVY Tech**

Photography is a course on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, and aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and video utilizing a variety of digital tools and dark room process. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration;

and incorporate literacy and presentation skills. Students utilize the resources of art museums, galleries, and studios and identify art-related careers. *Photography I* does not require students to take the Accuplacer exam.

AP 2D ART & DESIGN

- Grade 12
- 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas

AP 2-D Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: 2-Dimensional Design, 3-Dimensional Design, and Drawing. The AP Art portfolios are designed for students who are seriously interested in the practical experience of art. The portfolios correspond to most college foundation courses. Students submit portfolios for evaluation at the end of the school year. Students may choose to submit any or all of the Drawing, 2-Dimensional Design, or 3-Dimensional design portfolios. AP Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. The portfolio will have two sections: Sustained Investigation and Selected works.

AP 3D ART & DESIGN

- Grade 12
- 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas

AP 3-D Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The 3-D Design portfolio involves decision making about how to use the elements and principles of art as they relate to the integration of depth, space, volume, and surface, either actual or virtual. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding 27 Indiana Department of Education High School Course Titles and Descriptions developed in college foundation courses. The portfolio will have two sections: Sustained Investigation and Selected works.

AP DRAWING

- Grade 12
- 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas

AP Drawing is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college 26 Indiana Department of Education High School Course Titles and Descriptions foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills

and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. The portfolio will have two sections: Sustained Investigation and Selected works.

BUSINESS

SCOPE & SEQUENCE

9TH

10th

11th

12th

<p>Preparing for College/Careers</p> <p>Computer Science I</p> <p><i>Principles of Computing</i></p> <p><i>Principles of Business Management</i></p> <p>Digital Applications and Responsibility</p>	<p>Personal Financial Responsibility</p> <p>Computer Science I</p> <p>Computer Science II</p> <p><i>Principles of Computing</i></p> <p><i>Topics in Computer Science</i></p> <p>Web Design</p> <p>Digital Applications and Responsibility</p> <p><i>Principles of Business Management</i></p> <p><i>Accounting Fundamentals</i></p> <p>Business Math</p> <p>Marketing Fundamentals</p> <p>Technical Business Communication</p>	<p>Personal Financial Responsibility</p> <p>Web Design</p> <p>Computer Science I</p> <p>Computer Science II</p> <p><i>Topics in Computer Science</i></p> <p><i>Computer Science</i></p> <p>Digital Applications and Responsibility</p> <p>Business Math</p> <p>Marketing Fundamentals</p> <p><i>Accounting Fundamentals</i></p> <p><i>Advanced Accounting</i></p> <p>Technical Business Communication</p> <p>Work Based Learning**</p> <p>Entrepreneurship and New Ventures</p> <p>Interactive Media</p> <p>Principles of Entrepreneurship</p> <p>Marketing in Hospitality and Tourism</p> <p>Sports and Entertainment Marketing</p> <p>**Must be accepted into Internship program</p>	<p>Personal Financial Responsibility</p> <p>Web Design</p> <p>Computer Science I</p> <p>Computer Science II</p> <p><i>Computer Science</i></p> <p>Digital Applications and Responsibility</p> <p><i>Advanced Accounting</i></p> <p>Business Math</p> <p>Marketing Fundamentals</p> <p>Technical Business Communication</p> <p>Global Economics</p> <p>Work Based Learning**</p> <p>Entrepreneurship and New Ventures</p> <p>Interactive Media</p> <p>Principles of Entrepreneurship</p> <p>Marketing in Hospitality and Tourism</p> <p>Sports and Entertainment Marketing</p> <p>**Must be accepted into Internship program *By Teacher Request Only</p>
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PRINCIPLES OF BUSINESS MANAGEMENT/BUS 101

- Recommended Grade: 9-12
- 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Required Prerequisites: none
- Counts as a directed elective or elective for all diplomas
- **Dual Credit: IVY Tech**

Principles of Business Management examines business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. Attention will be given to developing business communication, problem-solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software.

ACCOUNTING FUNDAMENTALS

- Recommended Grade: 10, 11, 12
- 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Required Prerequisites: Principles of Business Management
- Counts as a directed elective or elective for all diplomas
- Formerly Introduction to Accounting

Accounting Fundamentals introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making.

ADVANCED ACCOUNTING

- Grades 11-12
- 2 semester course, 2 semesters required/1 credit per semester, 2 credits maximum
- Required Prerequisite: Principles of Business Management; Accounting Fundamentals
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a Quantitative Reasoning Course

Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for various forms of business ownership using double-entry accounting covered in Accounting Fundamentals, including an emphasis on payroll accounting. Topics covered include calculating gross pay, withholdings, net pay, direct deposits, journalizing payroll transactions and preparing individual earnings records and payroll registers. Emphasis is placed on applying Generally Accepted Accounting Principles through hands-on practice with popular commercial accounting software packages that are currently used in business.

COMPUTER SCIENCE I/SDEV 120/IVY TECH

- Grades 10-12
- 2 semester course, 2 semesters required/1-3 credit per semester, 6 credits maximum
- Recommended Prerequisites: Introduction to Computer Science
- Counts as a Directed Elective or Elective for all diplomas

- Qualifies as a Quantitative Reasoning course
- Fulfills a Science Course Requirement for All Diploma Types
- **Dual Credit: Ivy Tech**

Computer Science I introduces the structured techniques necessary for the efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.

COMPUTER SCIENCE II/ SDEV 140/IVY TECH

- Grades 11-12
- 2 semester course, 2 semesters required/1-3 credit per semester, 6 credits maximum
- Recommended Prerequisites: Computer Science I
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a Quantitative Reasoning course
- **Dual Credit: Ivy Tech**

Computer Science II explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. 67 Indiana Department of Education High School Course Titles and Descriptions Coursework emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers, and data file access methods. An emphasis on logical program design using a modular approach, which involves task-oriented program functions.

COMPUTER SCIENCE III/INFM 109/IVY TECH

- Grades 11-12
- 2 semester course, 2 semesters required/1-3 credit per semester, 6 credits maximum
- Required Prerequisites: Computer Science I
- Recommended Prerequisites: Computer Science II
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a Quantitative Reasoning course
- **Dual Credit: Ivy Tech**

Computer Science III: Informatics introduces the student to terminology, concepts, theory, and fundamental skills used to implement information systems and functions in a wide variety of applications from small businesses to large enterprise organizations. Topics include the history of and trends in computing, operating systems, security, cloud implementations and other concepts associated with applying the principles of good information management to the organization.

BUSINESS MATH

- Grades 10-12
- 1-2 semester course, 1 credit per semester, 2 credits maximum
- Recommended Prerequisite: Algebra I

- Fulfills a Mathematics requirement for the General Diploma or Certificate of Completion only
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a Quantitative Reasoning course

Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

DIGITAL APPLICATIONS AND RESPONSIBILITY

- Grades 10-12
- 1-2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.

GLOBAL ECONOMICS

- Grades 12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for all diplomas
- May fulfill up to one graduation credit of the Economics requirement
- Qualifies as a Quantitative Reasoning course

Global Economics is a business course that provides students with an understanding of their role as consumers and producers in domestic and global economies. This course enables students to understand how the economic system operates while comprehending their role in that system. Students deal with public policy, international economics, microeconomics, and macroeconomics in comparing economic systems and using selected economic measures. Instructional strategies may include development of a school-based enterprise, case studies, field trips, guest speakers, job shadowing, simulations, Internet research, and business experiences.

INTERACTIVE MEDIA

- Grades 11-12
- 2 semester course, 2 semesters required/1-3 credit per semester, 6 credits maximum
- Required Prerequisites: Digital Applications and Responsibility
- Recommended Prerequisites: Introduction to Communications
- Counts as a Directed Elective or Elective for all diplomas

Interactive Media prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace”.

INTRODUCTION TO BUSINESS

- Grades 9-12
- 1-2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

Introduction to Business introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

PERSONAL FINANCIAL RESPONSIBILITY

- Grades 9-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a Quantitative Reasoning Course

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; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project-based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

PREPARING FOR COLLEGE AND CAREERS

(Freshman Requirement)

- Grade 9
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as one of three health alternative credits

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today’s choices on tomorrow’s possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals

and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

PRINCIPLES OF COMPUTING

- Grades 9-12
- 2 semester course, 2 semesters required/1 per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

Principles of Computing provides students the opportunity to explore how computers can be used in a wide variety of settings. The course will begin by exploring trends of computing and the necessary skills to implement information systems. Topics include operating systems, database technology, cybersecurity, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Students will also have the opportunity to utilize basic programming skills to develop scripts designed to solve problems. Students will learn about algorithms, logic development and flowcharting.

TOPICS IN COMPUTER SCIENCE

- Grades 10-12
- 2 semester course, 2 semesters required/1 per semester, 2 credits maximum
- Prerequisite: Principles of Computing
- Counts as a Directed Elective or Elective for all diplomas

Topics in Computer Science is designed for students to investigate emerging disciplines within the field of computer science. Students will use foundational knowledge from 7183 Principles of Computing to study the areas of data science, artificial intelligence, app/game development, and security. Students will utilize knowledge related to these areas and programming skills to develop solutions to authentic problems.

COMPUTER SCIENCE

- Grades 11-12
- 2 semester course, 2 semesters required/1 per semester, 2 credits maximum
- Prerequisite: Principles of Computing
- Counts as a Directed Elective or Elective for all diplomas

Computer Science introduces the fundamental concepts of procedural programming. Topics include data types, control structures, functions, arrays, files, and the mechanics of running, testing, and debugging. The course also offers an introduction to the historical and social context of computing and an overview of computer science as a discipline.

MARKETING FUNDAMENTALS/MKTG 101

- Grades 10-12
- 2 semester course, 2 semesters required/1 per semester, 2 credits maximum
- Prerequisite: Principles of Business Management

- Counts as a Directed Elective or Elective for all diplomas
- **Dual Credit: IVY Tech**

Principles of Marketing provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management.

WORK BASED LEARNING CAPSTON

- Grades 11-12
- 1-2 semester course, 1-3 credits per semester, 6 credit maximum TOTAL
- Required Prerequisites: Complete at least one advanced CTE course from a program or program of study. Worksite placement must align to the student’s pathway.
- Counts as a Directed Elective or Elective for all diplomas
- A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits.

Work Based Learning Capstone is a stand-alone course that prepares students for college and career. This strategy builds students’ skills and knowledge in their chosen career path. Work Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student’s work based experiences and assist in evaluating achievement and performance.

In stand-alone WBL Capstone courses, students have the opportunity to apply the concepts, skills, and dispositions learned in their pathways in real world business and industry settings. Therefore, at least 4 credits in a student’s pathway would be prerequisite to the student enrolling in the stand-alone WBL course. Work Based experiences need to be in an industry setting closely related to a student’s CTE pathway. Instructors must have a clear partnership agreement and training plan for each student participating in Work Based experiences. When a course is offered for multiple hours per semester, the amount of authentic work experience needs to be increased proportionally.

ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE

- Grades 11-12
- 2 semester course, 2 semesters required/1-3 credits per semester, 6 credits maximum
- Recommended Prerequisites: Principles of Business Management or Principles of Marketing
- Required Prerequisites: Introduction to Entrepreneurship and Digital Applications and Responsibility
- Counts as a Directed Elective or Elective for all diplomas

Entrepreneurship and New Ventures Capstone introduces entrepreneurship, and develop skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini-case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting, and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software.

TECHNICAL BUSINESS COMMUNICATION

- Grades 11-12
- 2 semester course, 2 semesters required/1 credit per semester, 2 credits maximum
- Recommended Prerequisites: Digital Applications and Responsibility
- Counts as a Directed Elective or Elective for all diplomas

Technical/Business Communication is a business course that provides students with the communication and problem-solving skills to function effectively in the workplace. Areas of study include written/oral/visual communication, listening, informational reading, Internet research/analysis, and electronic communication. Concepts addressed will include adapting communication to the situation, purpose, and audience. Students produce documents related to employee handbooks, instructional manuals, employment communication, organizational communication, business reports, and social and professional situations using word processing, presentation, multimedia, and desktop publishing software. Instructional strategies should include team projects, class or small group discussions, case studies or scenarios, community-based projects, technology, and business experiences.

WEB DESIGN

- Grades 10-12
- 1-2 semester course, 1 credit per semester, 2 credits maximum
- Recommended Prerequisites: Introduction to Communications
- Required Prerequisites: Digital Applications and Responsibility
- Counts as a Directed Elective or Elective for all diplomas

Web Design is a 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 activates and school community projects.

JOBS FOR AMERICA'S GRADUATES (JAG)

- Grades 11-12
- 1-2 semester course, 1 credit per semester, 2 credit maximum
- Counts as a Directed Elective or Elective for all diplomas

JAG is committed to helping students with graduating from high school, pursuing a college education and/or entering the career field. JAG develops future leaders for families, employers, communities, states and the nation. Curriculum includes: employability skills, guest speakers, internships, business trips, college visits, and career/college exploration. **Must be approved by JAG Specialist to enroll in the course.**

PRINCIPLES OF ENTREPRENEURSHIP/ENTR 100

- Grades 11-12
- 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- **Dual Credit: IVY Tech**

Principles of Entrepreneurship focuses on students learning about their own strengths, character and skills and how their unique abilities can apply to entrepreneurship, as well as how an entrepreneurial

mindset can serve them regardless of their career path. Students will learn about the local, regional and state resources and will begin to understand and apply the entrepreneurial process. The course helps students to identify and evaluate business ideas while learning the steps and competencies required to launch a successful new venture. The course helps students apply what they have learned from the content when they write a Personal Vision Statement, a Business Concept Statement, and an Elevator Pitch.

MARKETING IN HOSPITALITY AND TOURISM

- Grades 11-12
- 2 semester course, 1 credit per semester, 2 credits maximum
- Prerequisite: Principles of Marketing
- Counts as a Directed Elective or Elective for all diplomas

Marketing in Hospitality and Tourism is a specialized marketing course that develops student understanding of marketing in the hospitality, travel, and tourism industry. Students gain experience marketing-information management, pricing, product/service management, promotion, and selling in the hospitality, travel, and tourism industry.

SPORTS AND ENTERTAINMENT MARKETING

- Grades 11-12
- 2 semester course, 1 credit per semester, 2 credits maximum
- Prerequisite: Principles of Marketing (aka: Marketing Fundamentals)
- Counts as a Directed Elective or Elective for all diplomas

Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.

ENGLISH/LANGUAGE ARTS

SCOPE & SEQUENCE

9 TH	10 TH	11 TH	12 TH
English 9 English 9 Honors ELECTIVES Journalism Yearbook Production Technical Theater Theater Arts	English 10 English 10 Honors ELECTIVES Journalism Yearbook Production 20 th Century Literature Etymology Technical Theater Theater Arts Themes in Literature	English 11 English 11 Honors ELECTIVES Journalism Yearbook Production 20 th Century Literature Digital Media Ethnic Literature Etymology Film Literature Technical Theater Theater Arts Themes in Literature	English 12 English 12 CCR Bridge English 12 Honors W131/L202 English 12 Honors 111/112 ACP Speech P155/S121 ELECTIVES Newspaper Production Yearbook Production 20 th Century Literature Digital Media Ethnic Literature Etymology Film Literature Technical Theater Theater Arts Themes in Literature

ENGLISH 9

- Grade 9
- 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diploma types

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

ENGLISH 9 - HONORS

- Grade 9
- 2 semester course, 1 credit per semester
- Core 40 & THD option, AHD requirement

Going beyond the minimums established in English 9, English 9-Honors students would cover the same material in greater depth and with additional, more challenging material. This is an integrated course in

English covering reading, writing, speaking, listening, and thinking aspects of English simultaneously. With the class intended for college entrance, gifted, and other advanced students interested in more difficult work, pupils are selected on the basis of academic rating, educational plans, counselor conferences and teacher recommendations. No student will be allowed to continue to the 2nd term of the course without passing the first term of the course.

ENGLISH 10

- Grade 10
- 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diploma types
- Recommended Prerequisites: English 9 or teacher recommendation

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

ENGLISH 10 - HONORS

- Grade 10
- 2 semester course, 1 credit per semester
- Core 40 & THD option, AHD requirement
- Recommended Prerequisites: English 9 Honors or teacher recommendation

For students of high ability and/or interest in English, English 10-Honors goes beyond what students study in English 10, stressing a more in-depth analysis of the works. The structure of English 10-Honors emphasizes reading, writing, speaking, listening, and thinking. Selections include novels, essays, short stories, poems, and plays. Tests and projects emphasize writing in response to the literature. More thorough comprehension and more sophisticated writing responses are expected of the students in English 10-Honors. Admission to this class follows English 9-Honors with a grade of a C or better, or the permission of a counselor and the English Department Chairperson.

ENGLISH 11

- Grade 11
- 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diploma types
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation

English 11, an integrated English course based on *Indiana’s Academic Standards for English/Language Arts* in Grade 11 and the *Common Core State Standards for English/Language Arts*, 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 11 - HONORS

- Grade 11
- 2 semester course, 1 credit per semester
- Core 40 & THD option, AHD requirement
- Recommended Prerequisites: English 10 Honors or teacher recommendation

English 11-Honors is a continuation of English 9-Honors and English 10-Honors. This class emphasizes the relationship between events occurring at a particular time and the writings of that particular time. Longer outside reading assignments, especially novels from the earlier years in American literature as well as contemporary and modern works of American authors, are stressed and compositions based on reading are frequently assigned. Considerable emphasis is placed on different kinds of writing, with frequent rewriting assignments aimed at helping the student to evaluate and improve writing skills. English 11-Honors includes a review of grammar fundamentals as well as advanced grammar and writing procedures. No student will be allowed to continue to the 2nd term of the course without passing the first term of the course. Admission to this class follows English 10-Honors with a grade of a C or better, or the permission of a counselor and the English Department chairman.

ENGLISH 12

- Grade 12
- 2 semester course, 1 credit per semester
- Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Fulfills an English/Language Arts requirement for all diploma types

English 12, an integrated English course based on *Indiana's Academic Standards for English/Language Arts for Grade 12* and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective 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 for Grade 12 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 12 HONORS/W131/ LITERACY INTERPRETATION/ENG L202/INDIANA UNIVERSITY

- Grade 12
- 2 semester course, 1 credit per semester
- Core 40 & THD option, AHD requirement
- **Dual Credit: Indiana University**

English 12 Honors/W131 is a required, one semester for those students who desire the Academic Honors Diploma. The purpose of this course is to prepare students for the rigor of college writing. It offers instruction and practice in the critical reading and writing skills required for college-level work,

with an emphasis on written assignments that call for summary, critique, analysis, and arguments based on sources. The focus of the course is on writing from multiple sources to analyze an issue and argue a position. Skills include evaluating sources of information, summarizing sources, adopting a thoughtful position, advancing a clear thesis, and supporting one's views with evidence. The focus is on scholarly investigation of sources, critical reading, specific writing strategies, skills, and fluency. Each unit will include preliminary class work and assignments leading to major writing assignments to conclude each unit. Acceptance into English 12 Honors requires students to be on track to earn an academic honors diploma. In addition, for those desiring to earn dual credit from Indiana University, students must do all of the following: A) have met all English grade requirements for the academic honors diploma; B) have a minimum of a 2.7 on a 4.0 scale; C) fill out the application for the dual credit; D) pay the fee.

English 12 H/L202 is designed to develop critical skills essential to participation in the interpretive process. Through class discussion and focused writing assignments, introduces the premises and motives of literary analysis and critical methods associated with historical, generic, and/or cultural concerns.

ENGLISH 12 HONORS/ENGLISH 111/ ENGLISH 112/ IVY TECH

- Grade 12
- 2 semester course, 1 credit per semester
- Core 40 & THD option, AHD requirement
- **Dual Credit: Ivy Tech**

The main purpose of *English 12 Honors/English 111/112* is to introduce students to the conventions of academic writing and critical thinking and to enhance the writing and communication skills of college-bound students through various college-level readings and writings. Topics for writing will be developed from reading about and discussing in-depth issues from different disciplinary fields and among the general public. Students will also work with readings that stretch them intellectually; readings may be challenging or may be in genres with which they are less familiar. While English 101 Honors is a primarily a writing course, it is also a course in rhetorical reading. Students learn how to engage with a variety of texts, how to understand a writer's argument, and how to actively critique and respond to the ideas of others. English 12 Honors/English 111/112 will create the conditions that allow students to gain confidence as they discover what they think through writing, helping them see that this process can be used in any subject, any discipline, and almost any situation that demands thought.

20th CENTURY LITERATURE

- Grades 11 and 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

Twentieth Century Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of twentieth-century literature in the United States, the British Isles, and Europe with a focus on major works and writers in the Modern Period, the Harlem Renaissance, Early Contemporary 75 Indiana Department of Education 2021-2022 High School Course Titles and Descriptions Literature and Contemporary Literature from a chronological or thematic perspective. Students examine a variety of genres including novels, short stories, poetry, dramas, science fiction, and others. Students analyze how the writers and their works either reflected or influenced the issues of the time. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

COMPOSITION

- Grades 11-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Fulfills an English/Language Arts requirement for all diploma types

Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and Indiana Department of Education 133 October 7, 2016 High School Course Titles & Descriptions organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

CREATIVE WRITING

- Grades 11-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Fulfills an English/Language Arts requirement for all diploma types

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.

CCR BRIDGE: LITERACY READY

- Grade 12
- 2 semester course, 2 semesters required/1 credit per semester
- Recommended Prerequisites: Must be students who want to attend college, but who have not passed the Grade 10 English ISTEP+ (or old English ECA) and have scored below a 45 on the PSAT/ OR students who score below proficient on a diagnostic test.
- Fulfills an English/Language Arts requirement for all diploma types

CCR Bridge: Literacy Ready is an innovative, dynamic course built to help students master the literacy skills needed for three core subject areas —English, social science and science. CCR Bridge: Literacy Ready consists of six units: two in history, two in English and two in science. Content of each of the disciplines is at the forefront of the curriculum, while disciplinary literacy skills are emphasized through reading and writing assignments based on the content. The focus is on truly understanding how to read and interpret texts in the discipline on a college level. Students in this course want to be college bound, but have not met the requirements necessary to fulfill that goal.

DIGITAL MEDIA

- Grades: 11-12
- Credits: 1
- The Digital Media course work addresses the Indiana Academic Standards for English/Language Arts, credits accrued can be counted as part of the eight (8) required English/Language Arts credits for all diplomas.
- Counts as an elective for all diplomas

Digital Media, a course based on the Indiana Academic Standards for English/Language Arts and Media Literacy Standards, is a study of media literacy and production skills. This course examines the impact of informational, narrative, and persuasive media on everyday life. This course will focus on changes in media and includes practice in broadcast journalism, audio/visual storytelling, multimedia storytelling, as well as different platforms such as online and social media. Students will analyze local, national, and global media through the lens of law, ethics, and social responsibility. Students use course content to become knowledgeable consumers and producers of media. For the second credit: Students continue to develop media production skills in addition to continuing critical media analysis. By the end of the semester, students write and produce media projects.

ETHNIC LITERATURE

- Recommended Grade: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

Ethnic Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of literature focusing on specific multicultural issues produced by writers representing various ethnic cultures. Students examine works exploring ethnic experiences and ideas as well as the contributions of authors to multicultural themes. Students analyze the expressions of cultural identities within ethnic literature and how problems or issues of interest to a given group relate or interconnect with national issues and history. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

ETYMOLOGY

- Grades 11-12
- 1 Credit
- 1 Semester
- Fulfills an English/Language Arts requirement for all diploma types

Etymology, a language studies 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 derivation of English words and word families from their roots in ancient and modern languages (*Latin, Greek, Germanic, Romance Languages*). Students analyze meanings of English words by examining roots, prefixes, suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation. **ETYMOLOGY PROJECT:** Students complete a project, such as doing a case study on specific words or creating an

historical timeline of the development of specific words, which demonstrates knowledge, application, and progress in Etymology course content.

EXPOSITORY WRITING

- Grades 11-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Fulfills an English/Language Arts requirement for all diploma types

Expository Writing, a course based on the Indiana Academic Standards for English/ Language Arts, is a study and application of the various types of informational writing intended for a variety of different audiences. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. EXPOSITORY WRITING PROJECT: Students complete a project, such as an extended essay or research paper explaining the main idea or thesis by using the expository strategies of classification, illustration by example, definition, comparison and contrast, process analysis (descriptions or explanations that provide instructions for the reader), cause and effect, definitions, or some combination of these strategies, which demonstrates knowledge, application, and writing progress in the Expository Writing course content.

FILM LITERATURE

- Grades 11-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Fulfills an English/Language Arts requirement for all diploma types

Film Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. FILM LITERATURE PROJECT: Students complete a project, such as doing an historical timeline and bibliography on the development of film or the creation of a short- subject film, which demonstrates knowledge, application, and progress in the Film Literature course content.

JOURNALISM

- Grades 9-11
- 1-2 semester course, 1 credit per semester

The basic course in the publications division of the English Department is Introduction to Journalism. This class is open to freshman through juniors and is the prerequisite for taking Newspaper Production, and/or Yearbook Production. Students should have at least a "B" average in English and have strong writing skills. Enrollment will be limited. Students should have strong verbal communication skills because they will be required to do formal interviewing. They will have to interview adults in the

community, faculty members, and students. They should be able to get along with others since a lot of group work is required. Typing is strongly recommended for students interested in publications work since students will be required to type all major stories. Students will only be allowed to join a production staff if they maintain a B average in Introduction to Journalism and have permission of the instructor.

NEWSPAPER PRODUCTION

- Grade 10-12
- 1-2 semester course, 1 credit per semester, 8 credits maximum

Student Media/News Production is an elective course open to sophomores, juniors, and seniors. (Freshmen may be accepted after completing Introduction to Journalism. This depends on enrollment numbers). Enrollment will be limited. One term of Introduction to Journalism with a "B" average and/or the permission of the instructor are necessary. Students may be required to work before or after school, during SRT, in the evenings, and/or on the weekends. The purpose of the course is to acquaint staff members with the various aspects of newspaper journalism while they put together a bi-monthly newspaper, *The Peruvian*. Stressing the practical aspects of journalism, staff members learn the process of handling each story from the assignment sheet, the interview, the writing, the editing, the headline writing, and the page make-up. Work includes writing of news stories, in-depth stories, columns, reviews, features, sports stories, and editorials; editing, headline writing, page make-up, and photography. Students are required to type in all stories. Students will also be learning about effective design for newspapers. They will be designing layouts using page design software. Students will also be taking digital pictures. While the actual publication of the newspaper is the obvious purpose of the course, staff members should also learn writing style, the importance of correct grammar, the importance of teamwork, and the pride necessary to put out a superior final product. The course may be repeated with permission of the instructor. Editors will be enrolled in this course for three (3) terms.

NOVELS

- Grades 11-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Fulfills an English/Language Arts requirement for all diploma types

Novels, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors from the past and present or sets of novels from a specific era or across several eras.

SHORT STORIES

- Grades 11-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Fulfills an English/Language Arts requirement for all diploma types

Short Stories, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the short story, such as being tightly focused narrative fiction. The course may be organized by historical periods, themes, or authors. Students examine short stories with modernist and contemporary themes by a variety of authors from the perspective of audience, purpose, and historical development. Students analyze what distinguishes the short story genre from other literary genres, such as the novels, epics, romances, biographies, etc.

SPEECH

- Grades 9-12
- 1-2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diploma types

Speech, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts Standards*, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.

ACP SPEECH P155/S121 Public Speaking

- Grade 12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: Speech or English 11
- **Dual Credit: Indiana University**
- Fulfills an English/Language Arts requirement for all diploma types

Advanced Speech and Communication, a course based on the Indiana Academic Standards for English/Language Arts and emphasizing the High School Speech and Communication Standards, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multimedia presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery.

ACP Speech prepares students in the liberal arts to communicate effectively with public audiences. Emphasizes 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 is taken for college credit.

TECHNICAL THEATRE

- Grades 9-12
- 1 semester course, 1 credit per semester
- The nature of this course allows for two successive semesters (Technical Theatre I and Technical Theatre II) of instruction at this level, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diploma types

Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

THEATRE ARTS

- Grades 9-12
- 1 semester course, 1 credit per semester
- The nature of this course allows for two successive semesters (Theatre Arts I and Theatre Arts II) of instruction at this level, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diploma types

Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

THEMES IN LITERATURE

- Grades: 11, 12
- Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1
- Fulfills an English/Language Arts requirement for all diplomas

Themes in Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of universal themes, such as the journey of the hero, the trials of youth, the search for identity, and other themes appropriate to the level and interests of students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

YEARBOOK PRODUCTION

- Grades 10-12
- 1-2 semester course, 1 credit per semester, 8 credits maximum

Student Media/Yearbook Production is an elective course open to sophomores, juniors, and seniors. (Freshmen may be accepted after completing Introduction to Journalism. This depends on the enrollment numbers.) One term of Introduction to Journalism with a "B" average and/or the permission of the instructor are necessary. Enrollment will be limited. Students may be required to work before or after school, during SRT, in the evenings, and/or on the weekends. The purpose of this course is to acquaint staff members with the various aspects of magazine journalism while they put together the

school yearbook, *The Narcissus*. Stressing the practical aspects of journalism, staff members learn the process of handling each story from the assignment sheet, the interview, the writing, the editing, the headline writing, and the page make-up. Work includes theme development, page layout, copy, caption, and headline writing, picture planning, advertising, and all other work involved in the yearbook publication. Students will also be learning about effective design for yearbook. They will be designing layouts on page design software. Students will also be taking digital pictures and scanning pictures. They may be using a digital camera. While the actual publication of the yearbook is the obvious purpose of the course, staff members should also learn writing style, the importance of correct grammar, the importance of teamwork, and the pride necessary to put out a superior final product. The course may be repeated with permission of the instructor. Editors will be enrolled in this course for three (3) terms.

GRAMMAR

- Recommended Grade: 9, 10, 11, 12
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas
- NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.

Grammar, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the English language system. Students examine and apply the conventions of oral and written expression that include syntax, usage, punctuation, and spelling. Students learn grammatical terminology, study grammar in the context of reading and writing, and apply grammatical concepts in writing and speaking.

LANGUAGE ARTS LAB

- Grades 10-12
- 1 Credit
- 1 Semester

Students who fail the verbal (or English) portion of the ISTEP exam, or are 10th graders needing an additional semester of English 10 to prepare for the ISTEP, are offered the opportunity to enroll in remediation. Students are coached in test taking strategies, with a particular emphasis on composition in a testing environment. Students practice reading comprehension, grammar and analyzing written materials with a goal of improving their own usage. Specific content is adjusted to meet the particular weaknesses of the class. This class can be taken with a pass/fail grade.

FAMILY AND CONSUMER SCIENCES (FACS)

SCOPE & SEQUENCE

9 TH	10 TH	11 TH	12 TH
<p>*Intro to Fashion & Textiles</p> <p>**Preparing for College/Careers</p> <p>**Interpersonal Relationships</p> <p>**Human Development and Family Wellness</p> <p>* Introduction to Housing and Interior Design</p> <p>**Beginning Child Development (Ages 0-3)</p> <p>Advanced Child Development (Ages 4-8)</p> <p><i>Principles of Culinary Arts</i></p> <p><i>Principles of Human & Social Services</i></p> <p><i>Principles of Teaching</i></p>	<p>***Intro to Fashion & Textiles</p> <p>**Interpersonal Relationships</p> <p>**Adult Roles & Responsibilities</p> <p>Fashion & Textile Careers I</p> <p>**Human Development & Wellness</p> <p>*Intro. Housing & Interior Design</p> <p>**Beginning Child Development (Ages 0-3)</p> <p>Advanced Child Development (Ages 4-8)</p> <p>Human and Social Services I</p> <p>Education Professions I</p> <p><i>Principles of Culinary Arts</i></p> <p><i>Nutrition</i></p> <p><i>Principles of Human & Social Services</i></p> <p><i>Understanding Diversity</i></p> <p><i>Principles of Teaching</i></p> <p><i>Child & Adolescent Development</i></p>	<p>*Intro to Fashion & Textiles</p> <p>**Interpersonal Relationships</p> <p>**Adult Roles & Responsibilities</p> <p>Fashion & Textile Careers I</p> <p>**Human Development & Wellness</p> <p>*Intro. Housing & Interior Design</p> <p>**Beginning Child Development (Ages 0-3)</p> <p>Advanced Child Development (Ages 4-8)</p> <p>Education Professions I & II (Dual Credit)</p> <p>Nutrition Science Careers I & II</p> <p>Human and Social Services I & II</p> <p><i>Nutrition</i></p> <p><i>Culinary Arts</i></p> <p><i>Understanding Diversity</i></p> <p><i>Relationships & Emotions</i></p> <p><i>Child & Adolescent Development</i></p> <p><i>Exceptional Child</i></p>	<p>*Intro to Fashion & Textiles</p> <p>**Interpersonal Relationships</p> <p>**Adult Roles & Responsibilities</p> <p>Fashion & Textile Careers I</p> <p>**Human Development & Wellness</p> <p>*Intro. Housing & Interior Design</p> <p>**Beginning Child Development (Ages 0-3)</p> <p>Advanced Child Development (Ages 4-8)</p> <p>Education Professions I/II</p> <p>Nutrition Science Careers I/II</p> <p>Human and Social Services I/II</p> <p>Career Exploration Internship/SENIOR SUCCESS</p> <p><i>Culinary Arts</i></p> <p><i>Relationships & Emotions</i></p> <p><i>Exceptional Child</i></p>

****DESIGNATES A CLASS WHICH CAN BE USED AS A HEALTH CREDIT SUBSTITUTE**

The Health and Wellness credit may be waived for a student if the student's transcript includes three (3) credits of the following Family and Consumer Sciences courses:

- A. Preparing for College and Careers

- B. Adult Roles and Responsibilities
- C. Child Development
- D. Interpersonal Relationships
- E. Nutrition and Wellness/Foods (One credit)
- F. Human Development and Wellness

***DESIGNATES A CLASS WHICH CAN BE USED AS A FINE ARTS CREDIT**

- A. Intro to Fashion & Textiles
- B. Intro to Housing & Interior Design

****PREPARING FOR COLLEGE AND CAREERS**

(Freshman Requirement)

- Grade 9
- 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and post-secondary education options. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

****INTERPERSONAL RELATIONSHIPS**

- Grades 9-12
- 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).

Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of interpersonal relationships. Direct, concrete language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education for all

career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

****ADULT ROLES AND RESPONSIBILITIES**

- Grades 10-12
- 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).

Adult Roles and Responsibilities builds knowledge skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. A project-based approach that utilizes higher order thinking, communication, leadership, and management is recommended in order to integrate suggested topics into the study of individual and family issues. The focus is on becoming independent, contributing, and responsible participants in family, community, and career settings. Topics include living independently and family formation; financial management; analysis of personal standards, needs, aptitudes and goals; integration of family, community, and career responsibilities; consumer choices and decision making related to nutrition and wellness, housing, and transportation; relationship of technology and environmental issues to family and consumer resources; and community roles and responsibilities of families and individuals. This course is designed for students who may not have had other F&CS classes and is recommended for all students regardless of their career cluster or pathway, in order to build skills needed for assuming the roles and responsibilities they will encounter as they prepare to complete high school and enter the adult world.

****NUTRITION AND WELLNESS/FOODS**

- Grades 9-12
- 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6)

Nutrition and Wellness/Foods is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition/cooking class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences and the sampling of new food are required components. Direct, concrete mathematics and language arts proficiencies will be applied. This course is the first in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

ADVANCED NUTRITION AND WELLNESS/FOODS I

- Grades 9-12
- 1-2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- Recommended Prerequisites: Nutrition and Wellness, and Adv. I in order to take Adv. II

Advanced Nutrition and Wellness/Foods I is a course which provides an extensive study of nutrition and foods. This course is recommended for all students wanting to improve their knowledge of foods nutritional values and functions in recipes. This course builds on the foundation established in *Nutrition and Wellness/Foods*, which is a required prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. Topics include further study of major nutrients, exploration of the effects of ingredients in recipes, analysis skills to determine high quality food products, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation. Topics of study include: baking basics, pies and pastries, dairy products, meat and poultry, yeast breads, cultural foods, and alternative protein sources. This course is the second in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

ADVANCED NUTRITION AND WELLNESS/FOODS 2

- Grades 9-12
- 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- Prerequisite: Pass Nutrition and Wellness/Foods **and** Advanced Nutrition and Wellness/Foods I with a C or better

Advanced Nutrition and Wellness/Foods 2 is a course which provides an extensive study of nutrition and foods. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. *Advanced Nutrition and Wellness/Foods 2* is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. This course builds on the foundation established in *Nutrition and Wellness/Foods* and *Advanced Nutrition and Wellness/Foods I* which are required prerequisites. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. Topics include extensive study of major nutrients, nutritional standards across the lifespan, and influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation. Topics of study include: careers in the food field, nutrition and food preparation over the human life cycle, cakes, cake decorating, cupcake wars, candy making, budgeting and a chili or breakfast cook-off. This course is the third in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

BIOCHEMISTRY OF FOODS

- Grades 11-12
- 2 semester course, 2 semesters required/1 credit per semester
- Recommended Prerequisites: Biology I, Chemistry I, Nutrition and Wellness, Advanced Nutrition & Wellness
- Counts as a Directed Elective or Elective for all diploma types
- Fulfills a Core 40 Science requirement

- Qualifies as a Quantitative Reasoning Course

Biochemistry of Foods is an integrated course that provides in-depth study of the application of science principles to scientific investigation of the production, processing, preparation, evaluation, and utilization of food. The course utilizes the scientific method to study scientific concepts and theories in the context of nutrition and foods. Students are expected to achieve academic standards and competencies from chemistry, biochemistry, biology, and some physics at the analysis, synthesis, and evaluation levels in this specialized area of study. Students develop critical reasoning, mathematical, and writing skills through a variety of higher-level learning strategies and laboratory experiments that require measuring, recording, graphing, and analyzing data; predicting and evaluating laboratory results; and writing laboratory reports. The course highlights nutrition concepts and explores the various relationships between food science and nutrition. This course is recommended for all students regardless of their career cluster or pathway, in order to build science proficiencies in chemistry, physics and biology.

NUTRITION SCIENCE CAREERS I

- Grades 11-12
- 2 semester course, 2 semesters required/1 credit per semester
- Recommended Prerequisites: Nutrition and Wellness, Advanced Nutrition and Wellness, Advanced Life Science Foods or Biochemistry of Foods
- Counts as a Directed Elective or Elective for all diploma types

Nutrition Science Careers I is an instructional program that introduces students to careers in nutrition, dietetics, food science, food research and development, and related careers. The course of study includes topics and issues in nutrition; food science topics and issues; topics related to management of daily living needs of individuals and families; nutrition and foods for children and the elderly; topics related to cleaning and maintenance, purchasing, and food preparation; managing operations in food production, food science, or food research and development establishments; related research, development, and testing. Intensive laboratory experiences with industry applications are a required component of this course of study. Work-based experiences in food and nutrition science careers are strongly encouraged.

NUTRITION SCIENCE CAREERS II

- Grades 12
- 2 semester course, 2 semesters required/1 credit per semester
- Recommended Prerequisites: Nutrition and Wellness, Advanced Nutrition and Wellness, Advanced Life Science Foods or Biochemistry of Foods
- Counts as a Directed Elective or Elective for all diploma types

Nutrition Science Careers II builds on content and skills of Nutrition Science Careers I and prepares students for careers in and higher education programs related to nutrition, dietetics, food science, food research and development, and related careers that focus on assisting individuals and families in managing their personal, family, and social needs regarding nutrition, diet, and foods. The course of study includes, but is not limited to: advanced topics and issues in nutrition; advanced food science topics and issues; food and nutrition for individuals and families with special needs and disadvantaging conditions; topics related to management of daily living needs of individuals and families; nutrition and foods in child care and convalescent care; topics and issues related to maintaining the food supply; topics related to cleaning and maintenance, purchasing, and food preparation; managing operations in

food production, food science, or food research and development establishments; providing for the dietary needs of persons with special requirements; related research, development, and testing. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive laboratory experiences with industry applications are a required component of this course of study. Work based experiences in food and nutrition science careers are strongly encouraged. This course provides the foundation for study in higher education that leads to related careers.

***INTRODUCTION TO FASHION AND TEXTILES**

- Grades 9-12
- 1 semester course, 1 credit per semester
- Counts as a Fine Arts Credit for the Core 40 with Academic Honors Diploma
- Counts as a Directed Elective or Elective for all diploma types

Introduction to Fashion and Textiles is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design; selection, production, alteration, repair, and maintenance of apparel and textile products; product research, development, and application of technical tools and equipment utilized in the industry. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

FASHION AND TEXTILES CAREERS I

- Grades 10-12
- 1 semester course, 1 credit per semester
- Recommended Prerequisites: Preparing for College and Careers; Introduction to Fashion and Textiles Foundations, Entrepreneurship and Marketing courses
- Counts as a Directed Elective or Elective for all diploma types

Fashion and Textiles Careers I focuses on knowledge and skills needed for occupations and continuing education related careers in fashion, apparel, and other textiles management, production, and services. Instruction and laboratory experiences may include basic commercial applications of design, production, and selection of apparel and textile products; demonstration and instruction of related tools and equipment; and commercial maintenance of apparel and textile products. Intensive laboratory experiences are a required component of this course of study. Work based experiences in the fashion and textiles industry are strongly encouraged and are required for students who take this course for multiple credits per semester. This course is a core component of four-year career plans for the career clusters of Personal & Commercial Services; Manufacturing & Processing; and Art, A/V Technology & Communications. It is recommended for students with interests in apparel, textiles, and fashion career pathways and provides the foundation for continuing study that leads to related careers.

****HUMAN DEVELOPMENT AND WELLNESS**

- Grades 9-12
- 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6)

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. This course provides the foundation for continuing and post-secondary education in all career areas by visiting the hospital nine times during the course.

***INTRODUCTION TO HOUSING AND INTERIOR DESIGN**

- Grades 9-12
- 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- Counts as a Fine Arts Credit for the Core 40 with Academic Honors Diploma

Introduction to Housing and Interior Design is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available. Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. A project-based approach will be utilized requiring higher-order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.

****CHILD DEVELOPMENT (Ages 0-3)**

- Grades 9-12
- 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types

- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6)

Child Development is an introductory course that is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; childcare giving and nurturing; and support systems for parents and caregivers. A simulation-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Biology proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

****Includes a Real Care Baby simulation for approximately 5 days. Failure to do this simulation results in a failure of the entire course.****

ADVANCED CHILD DEVELOPMENT (Ages 4-8)

- Grades 9-12
- 1 semester course, 1 credit per semester
- Recommended Prerequisites: Child Development
- Counts as a Directed Elective or Elective for all diploma types

*****Frequent field trips to observe and interact with children ages 3-8 is required****

Advanced Child Development is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 4 through age 8 (grade 3). It builds on the *Child Development* course, which is a prerequisite. *Advanced Child Development* includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications will occur. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

PRINCIPLES OF HUMAN AND SOCIAL SERVICES

- Grades 9-12
- 2 semester course, 2 semesters required/1 credit per semester
- Counts as a directed elective or elective for all diplomas

Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. The course includes a required job shadowing project in a Human Services setting (a suggested four-hour minimum to meet Ivy Tech requirements). This course will also encourage cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

UNDERSTANDING DIVERSITY

- Grades:10-12
- Prerequisite: Principles of Human & Social Services
- 2 semester course, 2 semesters required/1 credit per semester
- Counts as a directed elective or elective for all diplomas

Understanding Diversity encourages cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

RELATIONSHIPS AND EMOTIONS

- Grades:10-12
- Prerequisite: Principles of Human & Social Services
- 2 semester course, 2 semesters required/1 credit per semester
- Counts as a directed elective or elective for all diplomas

Relationship & Emotions examines the key elements of healthy relationships. Explores the main problems that damage relationships. Presents research findings on successful and unsuccessful relationships, and emotional connections. Explores the impact of one's emotional and relationship history on current and future romantic relationships. Presents practical, scientific-based skills for improving relationships. Additionally, this course offers practical and useful information for people who have experienced loss. Students have the opportunity to evaluate their own experiences and attitudes toward loss and grief

HUMAN AND SOCIAL SERVICES I

- Grades 11-12
- 2 semester course, 2 semesters required/1 credit per semester
- Recommended Prerequisites: Nutrition and Wellness, Interpersonal Relationships, Human Development & Wellness
- Counts as a Directed Elective or Elective for all diploma types

Human and Social Services I is an introductory/exploratory course for students interested in careers in human and community services and other helping professions. Areas of exploration include family and social services, youth development, and adult and elder care, and other for-profit and non-profit services. This project-based course will help students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in human and social services at the local, state, national, or global/world level. Research and development, interdisciplinary projects, and/or collaboration with post-secondary faculty, community agencies or organizations, or student organizations are appropriate approaches. Students will be introduced to human and social services professions through presentations from a variety of guest speakers, job shadowing, field trips and

introductory and exploratory field experiences. Case studies, role play, and application of professional codes of ethics will be utilized reflecting the challenges of working in diverse communities. Service-learning experiences are highly recommended. Achievement of applicable FACS, academic, and employability competencies will be documented through a student portfolio.

HUMAN AND SOCIAL SERVICES II

- Grades 12
- 2 semester course, 2 semesters required/1 credit per semester
- Recommended Prerequisites: Human and Social Services I
- Counts as a Directed Elective or Elective for all diploma types

Human and Social Services II is a core component of the Family and Human Services pathway. The course prepares students for occupations and higher education programs related to assisting individuals and families in meeting their potential. Through work-based experiences, students apply the knowledge and skills developed in the Human Services Foundations course. Concentration areas include family and social services, youth development, and adult and elder care. Ethical, legal, and safety issues, as well as helping processes and collaborative ways of working with others, will be addressed. Learning experiences will involve analysis of the influence of culture and socioeconomic factors on individual choices and opportunities, service delivery models, and theoretical perspectives. Intensive laboratory/field experiences in one or more human social service agencies are a required component of this course. Student laboratory/field experiences may be either school-based, if available, or “on the job” in community-based agencies, or a combination of the two. A standards-based plan guides the students’ laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Human and Social Services II teacher. Achievement of applicable standards will be documented through a student portfolio. Articulation with post-secondary programs is encouraged.

PRINCIPLES OF TEACHING/EDUC 101 & 102

- Grades 9-12
- 2 semester course, 2 semesters required/1 credit per semester
- Counts as a directed elective or elective for all diplomas
- **Dual Credit: IVY Tech**

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A volunteer experience of a minimum of 20 hours is required for successful completion of this course. This course has been approved to be offered for dual credit. Students pursuing this course for dual credit are still required to meet the minimum prerequisites for the course and pass the course with a C or better in order for dual credit to be awarded.

CHILD AND ADOLESCENT DEVELOPMENT

- Grades:10-12
- Prerequisite: Principles of Teaching
- 2 semester course, 2 semesters required/1 credit per semester
- Counts as a directed elective or elective for all diplomas

Child and Adolescent Development examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through

adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture and the media are discussed. An observation experience up to 20 hours may be required for completion of this course. This course has been approved to be offered for dual credit. Students pursuing this course for dual credit are still required to meet the minimum prerequisites for the course and pass the course with a C or better in order for dual credit to be awarded.

THE EXCEPTIONAL CHILD

- Grades:11-12
- Prerequisite: Principles of Teaching; Child and adolescent Development
- 2 semester course, 2 semesters required/1 credit per semester
- Counts as a directed elective or elective for all diplomas

This course provides an introduction to teaching the exceptional child. Includes theories and practices for producing optimal developmental growth. This course develops teaching techniques, explores public policy, inclusion, early intervention, and learns about individual education plans and associated laws (IEPs). Explores the types of special needs and provides opportunities through field experience to practice methods for helping children within special education and gifted/talented programs. A volunteer experience of up to 20 hours in an educational environment may be required as part of this course.

EDUCATION PROFESSIONS I & II/EDUC 101 & 121/IVY TECH

- Grades 11-12
- 2 semester course, 2 semesters required/1 credit per semester, 6 credits maximum
- Recommended Prerequisites: Child Development and Advanced Child Development or Human Development and Wellness, Nutrition and Wellness
- Counts as a Directed Elective or Elective for the all diploma types
- **Dual Credit: IVY Tech**

Education Professions I prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the *Education Professions* teacher. Articulation with postsecondary programs is encouraged.

Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active 101 Indiana Department of Education High School Course Titles and Descriptions learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field

experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professions II teacher. Articulation with post-secondary programs is encouraged.

CAREER EXPLORATION INTERNSHIP/SENIOR SUCCESS

- Recommended Grade: 12
- Required Prerequisites: none
- Recommended Prerequisites: Preparing for College and Careers; Career Information and Exploration
- Credits: 1 semester course, 1-3 credits per semester, 6 credits maximum
- A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction.
- Counts as a Directed Elective or Elective for all diplomas

The Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interests. Unlike the work-based Learning capstone course in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

PRINCIPLES OF CULINARY AND HOSPITALITY

- Grades: 9-11
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

Principles of Culinary and Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making which affects operation management, products, labor, and revenue. Additionally, students will learn the fundamentals of food preparation, basic principles of sanitation, service procedures, and safety practices in the food service industry including proper operation techniques for equipment.

NUTRITION

- Grades: 10, 11, 12
- Required Prerequisites: Principles of Culinary and Hospitality
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

Nutrition students will learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and to apply those principles to menu planning and food preparation. This course will engage students in hands-on learning of nutritional concepts such as preparing nutrient dense meals or examining nutritional needs of student athletes

CULINARY ARTS

- Grades: 11, 12
- Required Prerequisites: Principles of Culinary and Hospitality
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

Culinary Arts teaches students how to prepare the four major stocks, the five mother sauces (in addition to smaller sauces) and various soups. Additional emphasis is placed on the further development of the classical cooking methods. This course will also present the fundamentals of baking science including terminology, ingredients, weights and measures, and proper use and care of equipment. Students will produce yeast goods, pies, cakes, cookies, and quick breads.

HEALTH & PHYSICAL EDUCATION

SCOPE & SEQUENCE

9 TH	10 TH	11 TH	12 TH
Physical Education I Physical Education II Elective PE (Weights) Health & Wellness	Physical Education I Physical Education II Elective PE (Weights) Elective PE (Advanced) Health & Wellness	Physical Education I Physical Education II Elective PE (Weights) Elective PE (Advanced) Health & Wellness	Physical Education I Physical Education II Elective PE (Weights) Elective PE (Advanced) Health & Wellness

HEALTH & WELLNESS EDUCATION

- Grades 9-12
- 1 Credit
- 1 Semester
- Recommended Prerequisites: 8th Grade Health Education
- Fulfills the Health & Wellness requirement for all diploma types

Health & Wellness, a course based on *Indiana’s Academic Standards for Health & Wellness*, provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student’s ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

PHYSICAL EDUCATION I & II

- Grades 9-12
- 1-2 semester course, 1 credit per semester
- Recommended Prerequisites: Grade 8 Physical Education
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity

Physical Education I and II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are

within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

NON-TRADITIONAL PHYSICAL EDUCATION WAIVER

Peru High School students are required to take two semesters of Physical Education to graduate. Both credits may be earned through non-traditional PE. A student can receive one (1) credit for participation in each qualifying activity. Each activity can only be used once to obtain a PE credit. The maximum number of credits that can be earned through non-traditional PE is two (2) which will meet the graduation requirement. A student must participate in one of the activities listed below and receive a grade of "A". Students that have not completed the requirement will be scheduled into a core physical education section in their 3rd year of high school.

Qualifying Activities:

Football	Track and Field	Wrestling	Gymnastics	Tigerettes
Cross Country	Baseball	Tennis	Volleyball	Elective PE/Weights
Golf	Soccer	Swing Choir	Summer Marching Band	
Basketball	Cheerleading	Softball	Wrestling	

ELECTIVE PHYSICAL EDUCATION (Weightlifting or Advanced PE)

- Grades 9-12
- 1-2 semester course, 1 credit per semester
- Recommended Prerequisites: Physical Education I and II
- Counts as an Elective or Required PE credit for all diploma types
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

Elective Physical Education, a course based on selected standards from *Indiana's Academic Standards for Physical Education*, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. *Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11*

MATHEMATICS

SCOPE & SEQUENCE

9 th	10 th	11 th	12 th
Algebra I Geometry	Algebra I Geometry Algebra II Pre-Calculus/Trig H	Algebra I Geometry Algebra II Pre-Calculus/Trig H Calculus I Probability & Statistics Quantitative Reasoning Finite Math	Algebra I Geometry Algebra II Pre-Calculus/Trig H Calculus I Calculus II Probability & Statistics Quantitative Reasoning Finite Math

MATHEMATICS LAB

- Grades 9-12
- 1-2 semester course, 1 credit per semester
- Counts as an Elective for all diploma types
- Clarifying information can be appended to the end of the course title to denote the content covered in each course
- By Teacher Recommendation

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with *Indiana’s Academic Standards for Mathematics*. *Mathematics Lab* is to be taken in conjunction with a Core 40 mathematics course, and the content of *Mathematics Lab* should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with *Algebra I* or *Integrated Mathematics I*; instead, schools should offer *Algebra I Lab* or *Integrated Mathematics I Lab* to provide students with rigorous support for these courses.

ALGEBRA I

- Grades 9-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisite: Pre-Algebra or 8th Grade Math
- Fulfills the Algebra I/Integrated Mathematics I requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a mathematics course for the General Diploma

Algebra I formalizes and extends the mathematics students learned in the middle grades. *Algebra I* is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

GEOMETRY

- Grades 9-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisite: Algebra I
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Geometry is made up of seven strands: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

GEOMETRY – HONORS

- Grades 9-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisite: Completion of *Algebra I* with a C or better
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

Going beyond the standards established in *Geometry*, *Geometry-Honors* students would cover the same material in greater depth and with additional, more challenging material. This is an integrated course in *Geometry*. With the class intended for college entrance, gifted, and other advanced students interested in more difficult work, pupils are selected on the basis of academic rating, educational plans, counselor conferences and teacher recommendations. No student will be allowed to continue to the 2nd term of the course without passing the first term of the course.

ALGEBRA II

- Grades 9-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisite: Algebra I
- Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. *Algebra II* is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the

Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

ALGEBRA II - HONORS

- Grades 9-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisite: Completion of Algebra I, Geometry H with a C or better
- Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

Going beyond the standards established in Algebra II, Algebra II-Honors students would cover the same material in greater depth and with additional, more challenging material. This is an integrated course in Algebra II. With the class intended for college entrance, gifted, and other advanced students interested in more difficult work, pupils are selected on the basis of academic rating, educational plans, counselor conferences and teacher recommendations. No student will be allowed to continue to the 2nd term of the course without passing the first term of the course.

PRE-CALCULUS/TRIGONOMETRY HONORS/MATH 136 & 137/IVY TECH

- Grades 11-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisite: Completion of Algebra II H with a C or better
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Dual Credit: Ivy Tech**

Pre-Calculus/Trigonometry is a two-credit course that combines the material from *Trigonometry* and *Pre-Calculus* into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses (TI-83+, 84 CALCULATORS ARE USED).

FINITE MATH/ACP MATH 118 INDIANA UNIVERSITY

- Grades 11-12
- 2 semester course, 1 credit per semester
- Required Prerequisite: Pre-Calculus/Trigonometry
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Dual Credit: Indiana University**

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets, Matrices, Networks, Optimization, and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. The eight Process Standards for

Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

CALCULUS I/MATH 211/IVY TECH

- Grades 11-12
- 2 semester course, 1 credit per semester
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisite: Completion of Pre-Calculus H with a C or better
- **Dual Credit: Ivy Tech**

Calculus I expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals. Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

CALCULUS II/ACP MATH 212 INDIANA UNIVERSITY

- Grades 12
- 2 semester course, 1 credit per semester
- Recommended Prerequisite: Completion of Calculus with a C
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Dual Credit: Indiana University**

Calculus II uses techniques of integration (by parts, trigonometric substitutions, partial fractions), improper integrals, volume, work, arc length, surface area, infinite series. A student may receive credit for only one of M120 and M212.

CCR BRIDGE: MATH READY

- Grade 12
- 2 semester course, 2 semesters required/1 credit per semester
- Recommended Prerequisite: Students who have not passed the Grade 10 Math ISTEP+ & have scored below a 45 on the PSAT OR students who score below proficient on a diagnostic test should be placed in the Literacy Ready course.
- Counts as a Mathematics Course for all diploma types

The *CCR Bridge: Math Ready* course will include and reinforce the Algebra 1, Geometry, Algebra 2 and Statistics skills necessary to be ready for an entry-level college math course. This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking skills in order to apply math skills, functions and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements for college entry. The content of this course is designed to enhance students' math skills so that they are ready for college-level math assignments. It is not designed to prepare students for college-level math in STEM majors.

PROBABILITY & STATISTICS

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II or Integrated Mathematics III or Analytical Algebra II
- Credits: 1 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Probability and Statistics are made up of three strands: Data Analysis; Experimental Design; and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing technology and computer programs is encouraged. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

QUANTITATIVE REASONING/MATH 123

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II or Integrated Mathematics III or Analytical Algebra II
- Credits: 1 or 2 semester course, 1 credit per semester. Due to the level of rigor, it is recommended that this course be offered as a 2 semester, 2 credit course.
- Fulfills a Mathematics course requirement for all diplomas
- **Dual Credit: IVY Tech**

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real-world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MULTIDISCIPLINARY

COLLEGE ENTRANCE PREPARATION

- Grade 11-12
- 1-2 semester course, 1 credit per semester
- Recommended Prerequisite: Algebra II (or concurrent enrollment in Algebra II)
- Counts as an Elective credit for all diploma types

College-Entrance Preparation utilizes individual student score reports from the PSAT, PLAN, and/or Accuplacer to prepare students for the SAT, ACT, Accuplacer and/or Compass college readiness assessments. Based on student score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placement exams. As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. Course may also include college selection and application units, to better prepare students for overall college-readiness. Being “college ready” means being prepared for any postsecondary education or training experience, including readiness for study at two-year and four-year institutions leading to a postsecondary credential (i.e., a certificate, license, Associate’s or Bachelor’s degree).

MUSIC

SCOPE & SEQUENCE

9 th	10 th	11 th	12 th
Marching Band	Marching Band	Marching Band	Marching Band
Beginning Concert Band	Intermediate Concert Band	Advanced Concert Band	Advanced Concert Band
Jazz Ensemble	Jazz Ensemble	Jazz Ensemble	Jazz Ensemble
Chorus	Chorus	Chorus	Chorus
Vocal Jazz	Vocal Jazz	Vocal Jazz	Vocal Jazz
Dance Choreography (Tigerettes)	Dance Choreography (Tigerettes)	Dance Choreography (Tigerettes)	Dance Choreography (Tigerettes)
Dance Performance	Dance Performance	Dance Performance	Dance Performance
Music Theory	Music Theory	Music Theory	Music Theory
Music Appreciation (Dual Credit)	Music Appreciation (Dual Credit)	Music Appreciation (Dual Credit)	Music Appreciation (Dual Credit)
Applied Music (Guitar)	Applied Music (Guitar)	AP Music Theory (Dual Credit)	AP Music Theory (Dual Credit)
Applied Music (Percussion)	Applied Music (Percussion)	Applied Music (Guitar)	Applied Music (Guitar)
Piano (Dual Credit)	Piano (Dual Credit)	Applied Music (Percussion)	Applied Music (Percussion)
		Piano (Dual Credit)	Piano (Dual Credit)

MUSIC THEORY AND COMPOSITION (LAB)

- Grades 9-12
- 1-2 semester course, 1 credit per semester
- The nature of this course allows for two successive semesters of instruction, provided that defined standards are utilized.
- Fulfills requirement for two Fine Arts credits (if taken for 2 semesters) for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diploma types

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts,

understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

MUSIC APPRECIATION/HUMA118/IVY TECH

- Grades 11-12
- 2 semester course, 2 semesters required/1 credit per semester
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diploma types
- **Dual Credit: IVY Tech**

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.

MUSIC THEORY/MUSC 10900/PFW

- Grades 9-12
- 2 semester course, 2 semesters required/1 credit per semester
- The nature of this course allows for two successive semesters of instruction, provided that defined standards are utilized. Must be taken 2 semesters in order to earn dual credit.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diploma types
- **Dual Credit: PFW**

Students will gain knowledge and facility in the elements of the musical language and apply this knowledge through singing and playing the piano. The students will gain facility in aural and visual identification in writing and performing the musical elements of rhythm, melody, and harmony. Some applied music background (band/choir) is recommended.

APPLIED MUSIC/GUITAR

- Grades 9-12
- 1-2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types

Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and create and respond to music. This course may be taken all four years of High School.

APPLIED MUSIC/PERCUSSION

- Grades 9-12
- 1-2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types

Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction

designed to develop and create and respond to music. This course may be taken all four years of High School.

APPLIED MUSIC/ PIANO/ MUSC 11100 PFW

- Grades 9-12
- 1-2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- **Dual Credit: PFW**

Students will learn piano skills at an individualized pace and learn to play with proper posture, hand position, fingering, rhythm, and articulation. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students will study a variety of keyboard literature, styles, and make interpretive decisions.

CONCERT BAND FALL/MARCHING BAND (LAB)

- Grade 9-12
- 1-2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types

Membership is by audition and consent of the instructor. Membership in the junior high band satisfies the audition requirement. Students must attend summer band camp.

Time outside of the school day may be scheduled for dress rehearsals and performances. A limited 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.

CONCERT BAND SPRING (LAB)

- Grade 9-12
- 1-2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types

Concert Band (Marching Band/1 Semester) is a requirement to be eligible for this course. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited 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.

JAZZ ENSEMBLE FALL/SPRING (LAB)

- Grades 9-12
- 1-2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types

Membership is by **audition only** with the certification and consent of the instructor. Students selected for this group will also perform with the marching band and concert band. Students must attend summer band camp. This course may be taken all four years of high school. A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and music goals. Student

must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.

DANCE CHOREOGRAPHY (LAB)

- Grades 9-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for all diploma types

(Tigerettes) Membership is by audition only with the certification and consent of the band director. Members will perform utilizing various dance and flag skills. Students for this class will be required to attend rehearsals and performances scheduled before and after the end of the regular school day. Students must also attend summer band camp.

DANCE PERFORMANCE (LAB)

- Grades 9-12
- 1 Credit
- 1 Semester
- Counts as a Directed Elective or Elective for all diploma types

Dance Choreography is a requirement to be eligible for this course. Students will continue developing various dance and flag skills. Students for this class will be required to attend rehearsals and performances scheduled before and after the end of the regular school day.

CHORUS (LAB)

- Grade 9-12
- 1-2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types

Students are encouraged to enroll in all 3 terms, or 1 Term and 2, or 3. Membership is by audition and consent of the instructor. Membership in the junior high choir satisfies the audition requirement. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.

VOCAL JAZZ (LAB)

- Grades 9-12
- 1-2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types

All 3 terms preferred. Membership is by audition only with the certification of the instructor. Students selected for this vocal ensemble should be exceptional vocal music students. Students must purchase the appropriate attire. This course may be taken all 4 years of high school. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A number of public performances may serve as a culmination of daily rehearsal and music goals. Student must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.

SCIENCE

SCOPE & SEQUENCE

One of the following sequences **MUST** be completed before a student may be enrolled in any other science course:

- a. Physical & Life Science → Int. Chemistry/Physics → Biology I
- b. Integrated Chemistry/Physics → Biology I
- c. Biology I → Chemistry I

9 th	10 th	11 th	12 th
*Physical Science & Life Science Int. Chemistry/Physics Biology I <i>PLTW Principles of Biomedical Sciences</i> *Does not count towards Core 40 diploma requirement *Teacher Recommendation	Int. Chemistry/Physics Biology I Chemistry I Earth & Space Science <i>PLTW Principles of Biomedical Sciences</i> <i>PLTW Human Body Systems</i>	Int. Chemistry/Physics Biology I Anatomy/Physiology AP Biology Chemistry I Chemistry II Physics Environmental Science AP Environmental Science Biology II (Dual Credit) Earth & Space Science <i>PLTW Principles of Biomedical Sciences</i> <i>PLTW Human Body Systems</i> <i>PLTW Medical Interventions</i>	Int. Chemistry/Physics Biology I Anatomy/Physiology AP Biology Chemistry I Chemistry II Physics Environmental Science AP Environmental Science Biology II (Dual Credit) Earth & Space Science <i>PLTW Principles of Biomedical Sciences</i> <i>PLTW Human Body Systems</i> <i>PLTW Medical Interventions</i> <i>PLTW Biomedical Innovations</i> (Dual Credit only after completing all 4 PLTW courses with appropriate scores)

PHYSICAL SCIENCE (LAB) (Counselor/Science Teacher approval)

- Grade 9-10
- 1 Credit
- 1 Semester
- Fulfills the physical science requirement for the General Diploma and Certificate of Completion

Physical Science is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related Earth and space science concepts and principles that are related to students' interests and that address everyday problems. Students enrolled in Physical Science will explore the structure and properties of matter, the nature of energy and its role in chemical reactions and the physical and chemical laws that govern Earth's interconnected systems and forces of nature.

LIFE SCIENCE (LAB) (Counselor/Science teacher approval)

- Grade 9-10
- 1 Credit
- 1 Semester
- Fulfills the life science requirement for the General Diploma and Certificate of Completion

Life Science is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles. Students explore the functions and processes of cells within all living organisms, the sources and patterns of genetic inheritance and variation leading to biodiversity, and the relationships of living organisms to each other and to the environment as a whole.

BIOLOGY I (LAB)

- Grades 9-12
- 2 semester course, 1 credit per semester
- Fulfills the life science requirement for the General diploma, Fulfills Biology credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. 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.

BIOLOGY II/BIO 105/IVY TECH

- Grades 11-12
- 2 semester course, 1 credit per semester
- Required Prerequisite: Biology I
- Fulfills a Core 40 science course all diploma types
- **Dual Credit: Ivy Tech**

Biology II is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they

collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

ANATOMY & PHYSIOLOGY

- Grades 11-12
- 2 semester course, 1 credit per semester
- Required Prerequisite: First-Year course of same discipline (Biology)
- Recommended Prerequisite: Chemistry, Introduction to Health Care Systems
- Counts as a life science course for all diploma types

Anatomy & Physiology is a course in which students investigate and apply concepts associated with human anatomy and physiology. Concepts covered include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. Students will understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields. The course includes 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 will use basic laboratory equipment such as microscopes, balances, and pipettes.

EARTH & SPACE SCIENCE

- Grades: 10, 11, 12
- 2 semester course, 1 credit per semester
- Fulfills a science course requirement for all diplomas

Earth and Space Science incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three-dimensional understanding of Earth and Space Science topics. Disciplinary Core Ideas for this course include Earth's Place in the Universe, Earth's Systems, and Human Interaction with Earth's Systems. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

PLTW PRINCIPLES OF THE BIOMEDICAL SCIENCES (PBS)

- Grades 9-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisites: Biology I or concurrent enrollment in Biology I is required
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Fulfills a Core 40 Science elective requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma

PLTW Principles of the Biomedical Sciences provides an introduction to this field through “hands-on” projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the

relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. Students receive dual credit only after completing all 4 PLTW classes with appropriate scores on the End of the Course Assessment.

PLTW HUMAN BODY SYSTEMS (HBS)

- Grades 10-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisites: Biology I or concurrent enrollment in Biology I is required
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Fulfills a Core 40 Science elective requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma

PLTW Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions. Students receive dual credit only after completing all 4 PLTW classes with appropriate scores on the End of the Course Assessment.

PLTW MEDICAL INTERVENTION (MI)

- Grades 11-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisites: Biology I or concurrent enrollment in Biology I is required
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Fulfills a Core 40 Science course requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma

PLTW Medical Interventions is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein. Students receive dual credit only after completing all 4 PLTW classes with appropriate scores on the End of the Course Assessment.

PLTW BIOMEDICAL INNOVATION (BI)

- Grade 12
- 2 semester course, 1 credit per semester
- Recommended Prerequisites: Principles of the Biomedical Sciences, Human Body Systems, and Medical Interventions
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

- Fulfills a Core 40 Science course requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma

Students design innovative solutions for the health challenges of the 21st century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project with a mentor or advisor from a university, hospital, research institution, or the biomedical industry. Throughout the course, students are expected to present their work to an audience of STEM professionals. This course is designed for 12th grade students. Students receive dual credit only after completing all 4 PLTW classes with appropriate scores on the End of the Course Assessment.

AP BIOLOGY (LAB)

- Grades 11-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisite: Biology I and Chemistry I
- Counts as a science course for all diploma types

Biology, Advanced Placement is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. 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>

INTEGRATED CHEMISTRY/PHYSICS (LAB)

- Grades 9-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisite: Algebra I (may be taken concurrently with this course)
- Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards 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, Core 40, AHD, and THD diplomas

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. 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.

ENVIRONMENTAL SCIENCE (LAB)

- Grades 11-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisite: Two credits in science coursework
- Counts as a science (life) course for all diploma types

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

AP ENVIRONMENTAL SCIENCE

- Grades 11-12
- 2 semester course, 1 credit per semester
- Counts as a science course for all diploma types
- Recommended Prerequisite: Biology and Chemistry
- Counts as a science course for all diploma types
- Qualifies as a Quantitative Reasoning course for all diploma types

Environmental Science, Advanced Placement is a course based on content established by the College Board. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. 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>

CHEMISTRY I, GENERAL (LAB)

- Grades 10-12
- 2 semester course, 1 credit per semester
- Counts as a science course for all diploma types
- Recommended Prerequisite: Algebra I
- Fulfills the requirement for physical science for all diploma types
- Qualifies as a Quantitative Reasoning course for all diploma types

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. 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.

CHEMISTRY II, GENERAL (LAB)

- Grades 11-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisite: Chemistry I, Algebra II
- Fulfills the requirement for physical science for all diploma types
- Qualifies as a Quantitative Reasoning course for all diploma types

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials.

Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

PHYSICS I, GENERAL (LAB)

- Grades 11-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisite: Algebra II
- Fulfills the physical science requirement for the General diploma. Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for all diploma types

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.

PHYSICS II

- Grade 12
- 2 semester course, 1 credit per semester
- Recommended Prerequisite: Physics I, Pre-Calculus/Trigonometry (can be taken concurrently)
- Fulfills the physical science requirement for the General diploma, Fulfills Core 40 science credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for all diploma types

Physics II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Physics II investigate physical phenomena and the theoretical models that are useful in understanding the interacting systems of the macro- and microcosms. Students extensively explore the unifying themes of physics, including such topics and applications of physics as mechanics, wave motion, electricity, magnetism, electromagnetism, atomic and nuclear physics, and thermodynamics, etc., in laboratory activities aimed at investigating physics questions and problems concerning personal needs and community issues related to physics.

SCIENCE RESEARCH, INDEPENDENT STUDY (L)

- Grades 11-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisite: Two credits in Core 40 and AHD science coursework (this course may be taken concurrently with a Core 40 and AHD science course)
- Counts as a science course for all diploma types

Science Research, Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete a science fair project to be exhibited at a regional science fair and/or state science symposium, an end-of-course project, such as a scientific research paper, or some other suitable presentation of their finding.

SOCIAL STUDIES

SCOPE & SEQUENCE

9 th	10 th	11 th	12 th
Citizenship/Civics Geography/History of the World World History/Civilization Indiana Studies	Citizenship/Civics Geography/History of the World World History/Civilization Modern World Civilization Ethnic Studies Indiana Studies Current Issues	Citizenship/Civics US History I/II AP US History I/II World History/Civilization Modern World Civilization Ethnic Studies Indiana Studies Law Education Psychology (2) Sociology Current Issues	Citizenship/Civics US Government World History/Civilization Modern World Civilization Ethnic Studies Indiana Studies Law Education Economics Economics H/ECON 200 Psychology (2) Sociology Current Issues

CITIZENSHIP AND CIVICS

- Grades: 9-12
- 1 semester course, 1 credit per semester
- Counts as an Elective for all diploma types

Citizenship and Civics is an overview of citizenship roles and responsibilities designed to help students become independent thinkers and conscientious citizens. This course deals with political trends and behavior which citizens consider to be relevant to the most pressing issues of the day. The course provides students experiences that will develop attitudes of citizenship within a democratic society. Topics include: (1) the policymaking process, (2) public participation in policymaking, (3) citizenship rights and responsibilities in a changing society, and (4) the relationship between modern society and government. Study of the local government should be a component of this course.

INDIANA STUDIES

- Grades 9-12
- 1 semester course, 1 credit per semester
- Counts as an Elective for all diploma types

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for

understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

LAW EDUCATION

- Grades 11-12
- 1 semester course, 1 credit per semester
- Counts as an Elective for all diploma types
- Recommended Prerequisites: United States Government or teacher recommendation

Law Education provides an understanding of the American legal system and its basis in the United States Constitution. The course is designed to promote an understanding of society and its system of laws by indicating how citizens may effectively function within the law. Ways of dealing with interpersonal conflict in order to secure constructive change are included, along with the development of critical thinking and problem-solving skills. Case studies, field trips, simulations, and mock trials will be used in this course whenever feasible.

WORLD GEOGRAPHY AND HISTORY OF THE WORLD

- Grades 9-10
- 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for all diploma types

Geography and History of the World is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include 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 include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. Using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course 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 the 21st Century.

WORLD HISTORY AND CIVILIZATION

- Grades 10-12
- 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for all diploma types

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will

examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice skills and process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

MODERN WORLD CIVILIZATION

- Grades 10-12
- 1 semester course, 1 credit per semester
- Counts as an Elective for all diploma types
- Recommended Prerequisites: World History and Civilization

Modern World Civilization provides students an in-depth look at the twentieth and twenty-first century world. It is a study of different cultures as they exist in the world today, including comparative analysis of the various types of government, economic, and social systems. International relationships are examined partly from the viewpoint of national interests, including the successes and failures of diplomacy.

ETHNIC STUDIES

- Grades 10-12
- 1 semester course, 1 credit per semester
- Counts as an Elective for all diploma types

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

UNITED STATES HISTORY

- Grade 11
- 2 semester course, 1 credit per semester
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

United States History builds upon concepts developed in previous studies of U.S. History. Students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

AP UNITED STATES HISTORY

- Grade 11-12
- 2 semester course, 1 credit per semester

- Fulfills the US History requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

United States History, Advanced Placement is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives. 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>

UNITED STATES GOVERNMENT

- Grade 12
- 1 semester course, 1 credit per semester
- Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students will understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students will examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, political, and civic activities and the need for civic and political engagement of citizens in the United States.

CURRENT PROBLEMS/ISSUES/EVENTS

- Grades 10-12
- 1 semester course, 1 credit per semester
- Counts as an Elective for all diploma types

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

SOCIOLOGY

- Grades 11-12
- 1 semester course, 1 credit per semester
- Counts as an Elective for all diploma types

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people’s attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students will describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students will examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students will also analyze the role of individuals in the community and social problems in today’s world.

PSYCHOLOGY

- Grades 11-12
- 1-2 semester course, 1 credit per semester
- Counts as an Elective for all diploma types

Psychology is the scientific study of mental processes and behavior. The course is divided into six content areas and uses the scientific methods to explore research methods and ethical consideration. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of the course 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 influence of the group on the individual. The Biological Basis focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion.

ECONOMICS

- Grades 12
- 1 semester course, 1 credit per semester
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma
- Qualifies as a Quantitative Reasoning course for all diploma types

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, and the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. The functions of government in a market economy and market structures will be examined. Students will understand economic performance, money, stabilization policies, and trade of the United States. The behavior of people, societies and institutions and economic thinking is integral to this course.

ECONOMICS HONORS/ECON 101 IVY TECH

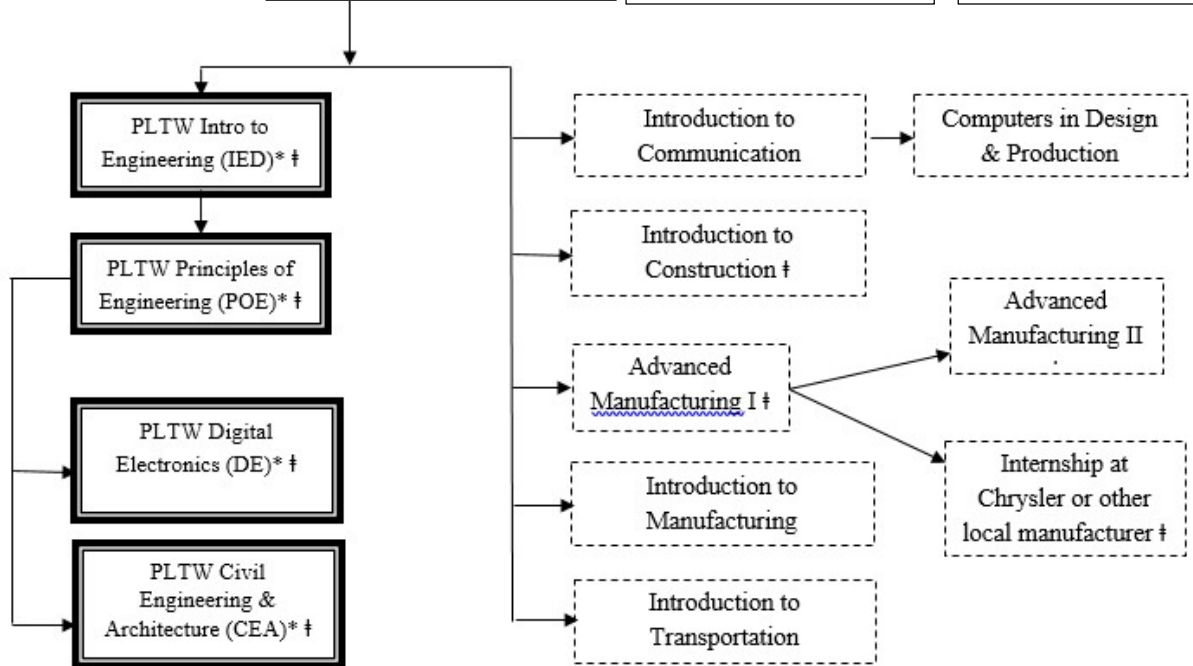
- Grade 12
- 1 semester course, 1 credit per semester
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and a Social Studies requirement for the General Diploma
- Qualifies as a Quantitative Reasoning course for all diploma types

Economics Honors is a one-term course for seniors who plan on attending any post-secondary institution. According to Purdue University Fort Wayne, the class will focus on the study of the basic institutions of market economy and the role they play in defining and pursuing economic goals in the U.S. economy. Emphasis is placed upon the effects of existing economic institutions, current economic policy alternatives as they affect both the individual and the society. No credit toward B.S. in business from Purdue University.

TECHNOLOGY AND ENGINEERING EDUCATION

SCOPE & SEQUENCE

9 th	10 th	11 th	12 th
<p>-PLTW – Intro to Engineering Design * †</p> <ul style="list-style-type: none"> -Intro to Communication -Intro to Construction † -Intro to Adv. Manufacturing -Intro to Transportation 	<p>-PLTW – Intro to Engineering Design * †</p> <p>-PLTW - Principles of Engineering* †</p> <ul style="list-style-type: none"> -Intro to Communication -Intro to Construction † -Intro to Adv Manufacturing -Intro to Transportation 	<p>-PLTW - Principles of Engineering* †</p> <p>-PLTW - Digital Elec* †</p> <p>-PLTW – Civil Eng & Architecture* †</p> <ul style="list-style-type: none"> -Intro to Communication - Computers in Design & Production -Intro to Construction † -Intro to Trans - Adv Manf I † -Adv Manf II † 	<p>-PLTW - Principles of Engineering* †</p> <p>-PLTW -Digital Elec* †</p> <p>-PLTW – Civil Eng & Architecture* †</p> <ul style="list-style-type: none"> -Intro to Comm - Computers in Design & Production -Intro to Construction † -Intro to Trans - Adv Manf I † -Adv Manf II †



* Indicates dual credit at Purdue † indicates dual credit at Ivy Tech

INTRODUCTION TO ENGINEERING DESIGN/PLTW DESN 101/IVY TECH (IED)

- Grades 9-12
- 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- **Dual Credit: IVY Tech**

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

PRINCIPLES OF ENGINEERING/PLTW DSN 104/IVY TECH (POE)

- Grades 10-12
- 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- Recommended Prerequisites: Introduction to Engineering Design
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas
- **Dual Credit: IVY Tech**

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

CIVIL ENGINEERING AND ARCHITECTURE/PLTW DESN 105/IVY TECH (CEA)

- Grades 11-12
- 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- Recommended Prerequisites: Introduction to Engineering Design, Principles of Engineering
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas
- **Dual Credit: IVY Tech**

Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the

preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.

DIGITAL ELECTRONICS/PLTW EECT 112/IVY TECH (DE)

- Grades 11-12
- 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diploma types
- Recommended Prerequisites: Introduction to Engineering Design, Principles of Engineering
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas
- **Dual Credit: IVY Tech**

Digital Electronics is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry software will be used to develop and evaluate the product design. This course engages students in critical thinking and problem-solving skills, time management and teamwork skills.

INTRODUCTION TO COMMUNICATIONS

- Grades 9-12
- 2 semester course, 2 semesters required/1 credit per semester, 2 credit maximum
- Counts as a Directed Elective or Elective for all diploma types

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

COMPUTERS IN DESIGN AND PRODUCTION

- Grades 10-12
- 2 semester course, 2 semesters required/1 credit per semester, 2 credit maximum
- Counts as a Directed Elective or Elective for all diploma types

Computers in Design and Production is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills for electronics, manufacturing, precision machining, welding, and architecture career pathways. Students apply ingenuity using tools, materials, processes, and resources

to create solutions as it applies in the electronics, manufacturing, precision machining, welding, and architecture. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should address major technological content related to topics such as: Architectural drawing and print design, design documentation using CAD systems; assignments involving the interface of CAD, CNC, CAM, and CIM technologies; computer simulation of products and systems; publishing of various media; animation and related multimedia applications; 3-D modeling of products or structures; digital creation and editing of graphics and audio files; control technologies; and automation in the modern workplace.

INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS

- Grades 9, 10
- 1-2 semester course, 1 credit per semester, 2 credit maximum
- Counts as a Directed Elective or Elective for all diploma types

Introduction to Advanced Manufacturing and Logistics focuses on manufacturing systems and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students investigate the properties of engineered materials and study major types of material processes. After gaining a working knowledge of these materials, students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, chart and graph reading, and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the employability skills employers seek.

ADVANCED MANUFACTURING I/ADMF 101/IVY TECH

- Grades 10-12
- 2 semester course, 2 semesters required/1-3 credit per semester, 6 credit maximum
- Counts as a Directed Elective or Elective for all diploma types
- Recommended Prerequisites: Introduction to Advanced Manufacturing
- **Dual Credit: IVY Tech**

Advanced Manufacturing I, is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Industrial Technology and Software Controls covers wiring and schematic diagrams used to design, install, and repair electrical/electronic equipment such as wireless communication devices, programmable controllers. Course content will include basic theories of electricity, electronics, digital technology, and basic circuit analysis. Activities include experiences in: soldering; use of an oscilloscope, meters, signal generators and tracers; bread boarding; circuit simulation software; and troubleshooting. Understanding and using the underlying scientific principles related to electricity, electronics, circuits, sine waves, and Ohm's Law are integral to this course. Manufacturing Trends covers basic concepts in manufacturing operations and plant floor layout in the production environment. Applications of Computer Numerical Control (CNC), and lathe and turning operations are developed as a foundation for machining operations. Coordinate system concepts are introduced as relevant to machining processes, as well as fluid and mechanical power, welding, and lean manufacturing.

ADVANCED MANUFACTURING II/ADMF 102/IVY TECH

- Grade 11-12
- 2 semester course, 2 semesters required/1-3 credit per semester, 6 credit maximum
- Counts as a Directed Elective or Elective for all diploma types
- Required Prerequisites: Advanced Manufacturing I
- Qualifies as a Quantitative Reasoning Course for all diploma types
- **Dual Credit: IVY Tech**

Advanced Manufacturing II builds on classroom and lab experiences students experienced in Advanced Manufacturing I. Domains include safety and impact, drafting principles, manufacturing programming, CAD/CAM and CNC technologies, automation and robotics, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students continue this course with the goal of being a skilled machine operator, repair technician, or management at any company that produces goods and services using advanced manufacturing techniques. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

INTRODUCTION TO CONSTRUCTION/BCTI 100 & 101/IVY TECH

- Grades 9-12
- 2 semester course, 2 semesters required/1 credit per semester, 2 credits maximum
- Recommended Grade Level: Grade 10
- Counts as a Directed Elective or Elective for all diploma types
- **Dual Credit: IVY Tech**

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

INTRODUCTION TO TRANSPORTATION

- Grades 9-12
- 2 semester course, 2 semesters required/1 credit per semester, 2 credits maximum
- Recommended Grade Level: Grade 10
- Counts as a Directed Elective or Elective for all diploma types

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.

PRINCIPLES OF ADVANCED MANUFACTURING

- 2 semester course, 2 semesters required/1 credit per semester, 2 credits maximum
- Recommended Grade Level: Grade 9-12
- Counts as a Directed Elective or Elective for all diploma types

Principles of Advanced Manufacturing is a course that includes classroom and laboratory experiences in Industrial Technology and Manufacturing Trends. Domains include safety and impact, manufacturing essentials, lean manufacturing, design principles, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

ADVANCED MANUFACTURING TECHNOLOGY

- Grades 10-12
- 2 semester course, 2 semesters required/1 credit per semester, 2 credits maximum
- Prerequisite: Principles of Advanced Manufacturing
- Counts as a Directed Elective or Elective for all diploma types

Advanced Manufacturing Technology introduces manufacturing processes and practices used in manufacturing environments. The course also covers key electrical principles, including current, voltage, resistance, power, inductance, capacitance, and transformers, along with basic mechanical and fluid power principles. Topics include, types of production, production materials, machining and tooling, manufacturing planning, production control, and product distribution will be covered. Students will be expected to understand the product life cycle from conception through distribution. This course also focuses on technologies used in production processes. Basic power systems, energy transfer systems, machine operation and control will be explored. This course will use lecture, lab, online simulation and programming to prepare students for Certified Production Technician Testing through Manufacturing Skill Standards Council (MSSC).

PRINCIPLES OF CONSTRUCTION TRADES/BCTI 100 & 101

- 2 semester course, 2 semesters required/1 credit per semester, 2 credits maximum.
- Recommended Grade Level: Grade 9-12
- Counts as a Directed Elective or Elective for all diploma types
- **Dual Credit: IVY Tech**

Principles of Construction Trades prepares students with the basic skills needed to continue in a construction trade field. Topics will include an introduction to the types and uses for common hand and power tools, learn the types and basic terminology associated with construction drawings, and basic safety. Additionally, students will study the roles of individuals and companies within the construction industry and reinforce mathematical and communication skills necessary to be successful in the construction field.

CONSTRUCTION TRADES: GENERAL CARPENTRY

- Grades 10-12
- 2 semester course, 2 semesters required/1 credit per semester, 2 credits maximum
- Prerequisite: Principles of Construction Trades
- Counts as a Directed Elective or Elective for all diploma types

Construction Trades: General Carpentry builds upon the skills learned in the Principles of Construction Trades and examines the basics of framing. This includes studying the procedures for laying out and constructing floor systems, wall systems, ceiling joist and roof framing, and basic stair layout. Additionally, students will be introduced to building envelope systems.

CONSTRUCTION TRADES: FRAMING AND FINISHING

- Grades 11-12
- 2 semester course, 2 semesters required/1 credit per semester, 2 credits maximum
- Prerequisite: Principles of Construction Trades; Construction Trades: General Carpentry
- Counts as a Directed Elective or Elective for all diploma types

Construction Trades: Framing and Finishing prepares students with advanced framing skills along with interior and exterior finishing techniques. Topics include roofing applications, thermal and moisture protection, exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation.

WORLD LANGUAGE

SCOPE & SEQUENCE

9 th	10 th	11 th	12 th
Level I	Level I Level II	Level I Level II Level III	Level I Level II Level III Level IV

SPANISH LEVEL I

- Grades 9-12
- 2 semester course, 1 credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

Spanish I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

SPANISH LEVEL II

- Grades 10-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisites: Spanish I
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

Spanish II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices,

products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

SPANISH LEVEL III/SPAN 101 & 102/IVY TECH

- Grades 11-12
- 2 semester course, 1 credit per semester
- Recommended Prerequisites: Spanish I and II
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- **Dual Credit: IVY Tech**

Spanish III, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

SPANISH LEVEL IV/SPAN 201 & 202/IVY TECH

- Grade 12
- 2 semester course, 1 credit per semester
- Recommended Prerequisites: Spanish I, II and III
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma
- **Dual Credit: IVY Tech**

Spanish IV, a course based on *Indiana's Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas

through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas.

SPECIAL EDUCATION

Courses in this department are only scheduled based on case conference decision and only if students meet the requirements stated in the course description. The following course and description is offered with the special education department for students working toward earning a diploma:

RESOURCE

- Grades: 9-12
- 0 Credit
- 1-2 Semesters

Resource is offered to students who need extra time working on homework and to help support their general education classes. They will receive one-on-one instruction with the resource room aide or Special Education teacher when needed. Students do not receive a credit for resource. Freshmen are strongly encouraged to take one term at the beginning of their freshman year. Students in 9-12 can request a resource period. Resource can be taken both semesters if needed.

CERTIFICATE OF COMPLETION

Most students will attend general education courses and work toward earning a diploma. Some special education students will not work toward a diploma because a case conference committee may determine the Certificate of Completion is the most appropriate option for the student. The following courses and descriptions are approved elective and required courses only to be used for students working toward a Certificate of Completion.

Indiana Certificate of Completion

Course of Study

Effective with the students who enter high school in 2018-19 school year (Class of 2022)

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP).

Minimum total 40 credits/applied units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned and special education courses in which non-credit applied units are earned.	
English/Language Arts	8 credits/applied units
	Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	4 credits/applied units
	Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Student must take a math or applied math course each year in high school.
Science	4 credits/applied units
	Including a balance of physical, earth/nature, life, engineering and technology
Social Studies	4 credits/applied units
	Including a balance of history, civics and government, geography, economics
Physical Education	2 credits/applied units
Health & Wellness	1 credit/applied unit
Employability	10 credits/applied units
	Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, introduction to post-secondary options
	Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy
Electives	7 credits/applied units
Certificate of Completion Transition Portfolio	
Students earning a certificate of completion fulfill at least one of the following (aligned with transition goals):	
1. Career Credential: Complete an industry-recognized certification, one-year certificate or state-approved alternative	
2. Career Experience: Complete project- or work-based learning experience or part time employment	
3. Work Ethic Certificate: Earn a Work Ethic Certificate (criteria to be locally determined)	
4. Other Work Related Activities: As determined by the case conference committee	

Assumptions:

- 1) High Expectations for all students is a shared responsibility.
- 2) General Education courses are accessed whenever appropriate to fulfill the Certificate of Completion course of study.
- 3) Students' IEP goals are aligned with grade level standards/content connectors that drive curriculum and instruction.
- 4) Communication skills, reading skills, and problem solving skills are integrated into all courses.
- 5) Courses can be repeated with new goals if appropriate; more than four years may be needed for completion.
- 6) All courses are driven by the Transition IEP and individual goals of each student.

Draft created on 4.27.16; revised 5.18.16;5.23.16; 5.25.16; 3.31.17,4.19.17, 4.26.17, 5.16.17; 7.28.17

The **Certificate of Completion** course of study must be followed (effective for the student cohort that started in the school year 2018/2019) if a student with an Individualized Education Plan (IEP) has been removed from a diploma path. The Certificate of Completion provides increased access to the general education curriculum by providing flexibility in earning either credits or applied units in general education or special education classes. The Certificate of Completion can be earned through any combination of applied units and credits. For additional information, see the Certificate of Completion Resources webpage at <https://www.doe.in.gov/specialed/certificate-completion-resources-coc>. The Applied Courses are aligned to Indiana’s academic standards using content connectors, and highlight necessary knowledge and skills within the academic standards for students to reach learning targets at each grade level.

Applied courses do not have a separate section within the Course Titles and Descriptions. Applied courses are embedded within the appropriate content area section. Applied courses describe an approach to instruction and learning that focuses on making connections between academic subjects and the real world. The purpose is to make academic content relevant and hands-on for learners. Applied courses are available to students with a broad spectrum of ability levels. The method of instruction, accommodations, and modifications will vary per each student’s IEP. Students enrolled in applied courses are expected to learn the content as described in the applied course description. Applied courses provide general education teachers with the ability to use a variety of instructional methods to assist students with learning the content of the course.

Certificate of Completion

ENGLISH/LANGUAGE ARTS

APPLIED DEVELOPMENTAL READING

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Counts as an elective for the Certificate of Completion

APPLIED ENGLISH 9

- Recommended Grade: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 10

- Recommended Grade: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 11

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 12

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED LANGUAGE ARTS LAB

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Counts an elective for the Certificate of Completion

APPLIED COMPOSTION

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an English/Language Arts Requirement or elective for the Certificate of Completion

APPLIED SPEECH

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an English/Language Arts or Employability Requirement for the Certificate of Completion

APPLIED TECHNICAL COMMUNICATION

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an Employability Requirement or Capstone for the Certificate of Completion

Certificate of Completion

HEALTH & PHYSICAL EDUCATION

APPLIED ADVANCED HEALTH EDUCATION

- Recommended Grade: 11, 12
- Required Prerequisites: none

- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as a Health/Wellness requirement for the Certificate of Completion

APPLIED CURRENT HEALTH ISSUES

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an elective or Health & Wellness requirement for the Certificate of Completion

APPLIED HEALTH AND WELLNESS

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an elective or Health & Wellness requirement for the Certificate of Completion

APPLIED ELECTIVE PHYSICAL EDUCATION

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 8 units maximum
- Counts as an elective for Physical Education for the Certificate of Completion

APPLIED PHYSICAL EDUCATION I

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as a Physical Education requirement for the Certificate of Completion

APPLIED PHYSICAL EDUCATION II

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as a Physical Education requirement for the Certificate of Completion

Certificate of Completion

MATHEMATICS

APPLIED ALGEBRA I LAB

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: None
- 4 units maximum
- Fulfills an elective for the Certificate of Completion

APPLIED ALGEBRA I

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: None
- 4 units maximum
- Fulfills a Math requirement for the Certificate of Completion

APPLIED GEOMETRY

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: None
- 4 units maximum
- Fulfills a Mathematics course requirement for the Certificate of Completion

APPLIED MATH LAB

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: None
- 4 units maximum
- Fulfills an elective course requirement for the Certificate of Completion

Certificate of Completion

MULTIDISCIPLINARY

APPLIED BASIC SKILLS DEVELOPMENT

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 8 units maximum
- Counts as an Employability Requirement, Capstone Course or elective for the Certificate of Completion

APPLIED CAREER INFORMATION AND EXPLORATION

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Counts as an Employability Requirement, Capstone Course or elective for the Certificate of Completion

APPLIED COMMUNITY SERVICE

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an Employability Requirement, Capstone Course or elective for the Certificate of Completion

Certificate of Completion

SCIENCE

APPLIED BIOLOGY I

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Fulfills as a science requirement for the Certificate of Completion

APPLIED EARTH SPACE SCIENCE I

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Counts as an elective or science requirement for the Certificate of Completion

APPLIED LIFE SCIENCE

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an elective or science requirement for the Certificate of Completion

APPLIED PHYSICAL SCIENCE

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an elective or science requirement for the Certificate of Completion

Certificate of Completion

SOCIAL STUDIES

(APPLIED) APPLIED ECONOMICS

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied: 2 units maximum
- Counts as an elective, Employability or Social Studies Requirement for the Certificate of Completion

APPLIED CITIZENSHIP AND CIVICS

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an elective, Employability or Social Studies Requirement for the Certificate of Completion

APPLIED CURRENT PROBLEMS, ISSUES, AND EVENTS

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites:
- Applied Units: 2 units maximum
- Counts as an elective, Employability or Social Studies Requirement for the Certificate of Completion

APPLIED ECONOMICS

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites:
- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or elective for the Certificate of Completion

APPLIED WORLD GEOGRAPHY AND HISTORY OF THE WORLD

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Counts as a Social Studies Requirement or elective for the Certificate of Completion

APPLIED INDIANA STUDIES

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or elective for the Certificate of Completion
- Must be offered at least once per school year

APPLIED INTRODUCTION TO SOCIAL STUDIES

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 2 units maximum
- Counts as social studies requirement or elective for the Certificate of Completion

APPLIED MODERN WORLD CIVILIZATION

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 2 units maximum
- Counts as a social studies requirement or elective for the Certificate of Completion

APPLIED STATE AND LOCAL GOVERNMENT

- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 2 units maximum
- Counts as a social studies requirement or elective for the Certificate of Completion

APPLIED TOPICS IN HISTORY

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 2 units maximum
- Counts as a social studies requirement or elective for the Certificate of Completion

APPLIED TOPICS IN SOCIAL STUDIES

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 2 units maximum
- Counts as a social studies requirement or elective for the Certificate of Completion

APPLIED UNITED STATES GOVERNMENT

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 2 units maximum
- Counts as a social studies requirement or elective for the Certificate of Completion

APPLIED UNITED STATES HISTORY

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Counts as a Social Studies Requirement or elective for the Certificate of Completion

Certificate of Completion

CAREER CLUSTERS

Business Management, Marketing, and Finance

APPLIED BUSINESS MATH

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 4 units maximum
- Counts as an elective for the Certificate of Completion
- Fulfills a Mathematics requirement for the Certificate of Completion
- Qualifies as a quantitative reasoning course

CTE – Career and Technical Education

APPLIED PERSONAL FINANCIAL RESPONSIBILITY

- Recommended Grade: 9,10,11,12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 units maximum

- Counts as an elective for the Certificate of Completion
- Qualifies as an Applied Math course for the Certificate of Completion

APPLIED PREPARING FOR COLLEGE AND CAREERS

- Recommended Grade: 9,10,11,12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 units maximum
- Counts as an elective or Employability for the Certificate of Completion

Work Based Learning (WBL)

APPLIED CAREER EXPLORATION INTERNSHIP

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 4 units maximum
- Counts as an Employability Requirement, Capstone Course or elective for the Certificate of Completion
- Note: This course is exploratory in nature and, as such, does not qualify for reimbursement under the career and technical education funding formula.

APPLIED WORK BASED LEARNING CAPSTONE

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 6 units maximum
- Counts as an Employability Requirement, Capstone Course or elective for the Certificate of Completion

Education and Training

APPLIED COOPERATIVE EDUCATION

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 6 units maximum
- Counts as an Employability Requirement or elective for the Certificate of Completion

Family and Consumer Sciences/CTE

APPLIED ADULT ROLES AND RESPONSIBILITIES

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 units maximum
- Counts as an elective or Employability Requirement for the Certificate of Completion

APPLIED CONSUMER ECONOMICS

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 1 unit maximum
- Counts as an Employability or Social Studies requirement for the Certificate of Completion

APPLIED NUTRITION AND WELLNESS

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 units maximum
- Counts as an Employability Requirement or elective for the Certificate of Completion

APPLIED INTERPERSONAL RELATIONSHIPS

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 units maximum
- Counts as an Employability Requirement or elective for the Certificate of Completion

APPLIED HUMAN DEVELOPMENT AND WELLNESS

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 units maximum
- Counts as an Employability Requirement or elective for the Certificate of Completion

Human Services

APPLIED DIGITAL APPLICATIONS AND RESPONSIBILITY

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 4 units maximum
- Counts as an elective or Employability requirement for the Certificate of Completion

Dual Credit Courses	College Course Number	Length of Course	Counts Toward Indiana College Core – Start As a Sophomore	Number of Credits Potentially Earned	Available For Which Grade Level
Spanish I	Working towards SPAN 101 & 102	Yearlong	YES	0	9-12
Spanish II	Working towards SPAN 101 & 102	Yearlong	YES	0	10-12
Spanish III	SPAN 101/102	Yearlong	YES	8	11-12
Spanish IV	SPAN 201/202	Yearlong	YES	6	12
English 12 Honors/ENG 111 & 112	ENG 111 & 215 –	Yearlong	YES	6	12
English 12 Honors/W131 & L202	W131 & L202 – Indiana University	Yearlong	YES	6	12
ACP / Speech P155/S121	P155/S121 – Indiana University	Semester	YES	3	12
Quantitative Reasoning	MATH 123	Yearlong	YES	3	11-12
Pre-Calculus/Trig	MATH 136 & 137	Yearlong	YES	6	11-12
Calculus I	MATH 211	Yearlong	YES	3	11-12
Calculus II	MATH 212 – Indiana University	Yearlong	YES	3	12
Finite Math	MATH 118 – Indiana University	Yearlong	YES	3	12
ACP Biology II	BIOL L100	Yearlong	YES	3	11-12
Drawing II	ARTS 100	Semester – Spring Only	NO	3	10-12
Photography	PHOTO 104	Semester	NO	3	10-12
Music Theory	MUST 109	Yearlong	NO	3	9-12
Music Appreciation & Choir	MUS 118	Semester	YES	3	9-12
Applied Music – Piano	MUSP 111	Semester	NO	3	9-12

Dual Credit Courses	Ivy Tech Course Number	Length of Course	Counts Toward Indiana College Core – Start As a Sophomore	Number of Credits Earned	Available For Which Grade Level
Economics Honors	ECON 101	Semester	YES	3	12
Principles of Business Management	BUS 101	Yearlong	NO	3	10-12
Marketing Fundamentals	MKTG 101	Yearlong	NO	3	10-12
Principles of Entrepreneurship	ENTR 100	Yearlong	NO	3	11-12
Principles of Teaching	EDUC 101 & 121	Yearlong	NO	6	11-12
Principles of Construction Trades	BCTI 100 & 101	Yearlong	NO	6	9-12
Advanced Manufacturing I	ADMF 101	Yearlong	NO	3	10-12
Advanced Manufacturing II	ADMF 102	Yearlong	NO	3	11-12
PLTW Engineering Systems	DESN 101, DESN 104, DESN 105, & EECT 112	Yearlong	NO	3 CREDITS EARNED EACH YEAR = 12 CREDITS POSSIBLE	9-12
Computer Science I	SDEV 120	Yearlong	NO	3	10-12
Computer Science II	SDEV 140	Yearlong	NO	3	11-12
Computer Science III	INFO 109	Yearlong	NO	3	11-12

Dual Credit Courses Offered At Heartland Career Center	College Courses
Automotive Collision I & II	IVY Tech
Automotive Service I & II	IVY Tech
Construction Trades I & II	IVY Tech
Cosmetology I & II	Vincennes University
Criminal Justice I & II	Vincennes University
Culinary Arts I & II	Vincennes University
Diesel Service Technology I & II	IVY Tech
Electronics & Robotics (Industrial) I & II	Vincennes University

Graphic Design & Interactive Media	IVY Tech
Health Science Education I & II	IVY Tech
Information Technology/Networking I & II	Vincennes University
Precision Machining I & II	IVY Tech
Welding Technology I & II	IVY Tech

Math Credits

All students are required to earn six math credits (three years of math) during high school. Students must also take math or quantitative reasoning courses each year of high school. Math credits earned prior to entering grade nine may meet specific course requirements and may count towards the credit requirements for a diploma, but six math credits must be earned while in high school. PHS requires each student to take the highest level of math available. *Minimum math courses required: Algebra I, Geometry, Algebra II*

Quantitative Reasoning Courses

The following courses satisfy the “Mathematics or quantitative reasoning course” in each year of high school for the **General, Core 40, AHD, and THD diplomas**. Please note that only courses listed under “Mathematics” count toward the mathematics credit requirement. Courses listed with a “*” count for math credit for General Diploma only.

Advanced Placement

Biology, Advanced Placement (3020)
 Calculus AB, Advanced Placement (2562)
 Calculus BC, Advanced Placement (2572)
 Chemistry, Advanced Placement (3060)
 Environmental Science, Advanced Placement (3012)

Business, Marketing, IT

Accounting (4524)
 *Business Math (4512)
 Computer Programming I (4634)
 Computer Programming II (5236)
 Global Economics (4558)

Engineering and Technology

Civil Engineering and Architecture (4820)
 Digital Electronics (4826)
 Principles of Engineering (4814)

Mathematics

Algebra I (2520)
 Algebra II (2520)
 Calculus AB, Advanced Placement (2562)
 Calculus BC, Advanced Placement (2572)
 Geometry (2532)
 Pre-Calculus/Trigonometry (2564)

Science

Biology, Advanced Placement (3020)
 Chemistry I (3064)
 Chemistry II (3066)
 Environmental Science, Advanced Placement (3012)
 Physics I (3084)
 Physics II (3086)

Social Studies

Economics (1514)

Technology

Advanced Manufacturing II (5606)

Glossary

Advanced Placement Courses: classes that provide an opportunity to earn college credit while a student is in high school. Indiana high schools offer these courses in English, math, science, and other subjects. There is a fee for AP exams, but the State of Indiana pays for AP tests in math, science, and English language/composition.*

Class Rank: rating which compares one student's cumulative grade point average (GPA) to other members of his class. A student's class rank is often considered by colleges when determining admission and scholarship qualification.

Core 40 Diploma: Indiana students must complete this diploma's requirements for admission to Indiana's four-year colleges. This diploma is also highly recommended for students planning to seek admission into a two-year college, military, and/or the workforce.

Core 40 with Academic Honors Diploma (AHD): this diploma offers the highest level of academic recognition given by the State of Indiana to high school students. (It improves chances of being accepted for admission at most colleges and universities.*

Core 40 with Technical Honors Diploma (THD): this diploma provides Indiana's highest recognition for students in career-technical programs. Earning this diploma tells colleges and employers that (a student has) completed a rigorous preparation for higher education and work.*

Credit: high school credit is earned when a student completes one term of a high school level course and passes that course with a grade of D- or better. Most courses are worth one credit for one term. Courses identified as being worth more than 1 credit require a student to either be in the class for more than one period a day or require a student to take the course for more than one term.

Directed Elective: electives that must come from World Language, Fine Arts, and/or Career/Technical subject areas.

Dual-Credit Class: a course where a student earns high school credit and college credit at the same time.

Electives: courses that a student can choose but is not required taking in order to earn his/her diploma.

Flex Credits: credits that must come from additional Career Academic Sequence, workplace learning (coop or internship), advanced college credit courses, or any combination of additional academic courses (English, math, science, social studies).

Grade Point Average (GPA): is the overall average grade of all a student's high school level grades combined (total of all high school grades divided by total of attempted credits).

ISTEP + End of Course Assessment (ECA): taken by all of Indiana's 10th graders. It is a state requirement that all students must pass this exam in order to obtain their diploma. Math and English skills are tested and the test may be retaken until a student passes.

Prerequisite: a course which must be taken before a student enrolls in another related course (i.e. Spanish I is a prerequisite for Spanish II).

Quantitative Reasoning: A quantitative reasoning course is a high school course that "advances a student's ability to apply mathematics in real world situations and contexts" and that "deepens a student's understanding of high school mathematics standards."**

Requirement: a course that a student must earn credit in to obtain his diploma. Note that requirements vary for each diploma and may also include specific stipulations in regards to grades and sequence of courses.

Semester: Two 18-week periods of instruction into which the academic year is divided.

*Reynolds, Sue. "Indiana Academic Terms You Need to Know." PREP 2005-2006 edition: 11.

**Indiana Department of Education. *Quantitative Reasoning Courses*. Updated 6/25/2014. Retrieved from <http://www.doe.in.gov/achievement/ccr/quantitative-reasoning-courses>.