

*Linton-Stockton*  
*High School Course*  
*Description*  
*Handbook\_*

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## **CLASS RANK**

This will be based on four years of schoolwork in regularly scheduled academic classes at an accredited high school. All credit-generating classes are used to compute the grade point average, which is used in figuring class rank.

## **CREDIT**

All subjects taken, which meet 5 days a week, one period a day, will receive 1 credit per semester.

## **Diploma Requirements**

*In February 2005, the Indiana State Board of Education adopted new course and credit requirements for earning a high school diploma. The requirements went into effect for students entering high school in fall 2006 and gave students the option of earning four diploma types:*

- General*
- Core 40*
- Core 40 with Academic Honors*
- Core 40 with Technical Honors*

*The Indiana General Assembly made completion of Core 40 a graduation requirement for all students beginning with those entering high school in the fall of 2007. The legislation ([IC 20-32-4-7, 8, & 9](#)) includes an opt-out provision for parents who determine that their student could benefit more from the General Diploma. The legislation also made Core 40 a minimum college admission requirement for the state's public four-year universities beginning with the graduating class of 2011.*

*-excerpt from Indiana State Board of Education's Indiana's High School Course and Credit Requirements March 2012*



# INDIANA CORE40

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

## Course and Credit Requirements

<b>English/ Language Arts</b>	<b>8 credits</b> Including a balance of literature, composition and speech.
<b>Mathematics</b>	<b>6 credits (in grades 9-12)</b> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <small>Or complete Integrated Math I, II, and III for 6 credits Students may take a math or quantitative reasoning course each year in high school</small>
<b>Science</b>	<b>6 credits</b> 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
<b>Social Studies</b>	<b>6 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
<b>Directed Electives</b>	<b>5 credits</b> World Languages Fine Arts Career and Technical Education
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>Electives*</b>	<b>8 credits</b> <small>(College and Career Pathway courses recommended)</small>
<b>42 Total Credits Required</b>	

Schools may have additional local graduation requirements that apply to all students.  
\* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

12-07-2012

## CORE40 with Academic Honors

(minimum 47 credits)

For the Core 40 with Academic Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one 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.
- Have a 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 two of the following:
    1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

## CORE40 with Technical Honors

(minimum 47 credits)

For the Core 40 with Technical Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and 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 grade point average 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 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)

<b>English/Language Arts</b>	<b>8 credits</b>
	Credits must include literature, composition and speech
<b>Mathematics</b>	<b>4 credits</b>
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course <b>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.</b>
<b>Science</b>	<b>4 credits</b>
	2 credits: Biology I 2 credits: Any science course <b>At least one credit must be from a Physical Science or Earth and Space Science course</b>
<b>Social Studies</b>	<b>4 credits</b>
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economic (local requirement)
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>College and Career Pathway Courses</b>	<b>6 credits</b>
<small>Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities</small>	
<b>Flex Credit</b>	<b>5 credits</b>
	Flex Credits must come from one of the following: <ul style="list-style-type: none"> <li>• Additional elective courses in a College and Career Pathway</li> <li>• Courses involving workplace learning such as Cooperative Education or Internship courses               <ul style="list-style-type: none"> <li>• High school/college dual credit courses</li> </ul> </li> <li>• Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts</li> </ul>
<b>Electives</b>	<b>8 credits</b>
	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.

**42 Total Credits Required**

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

## **/ ADD POLICY**

Each year in the spring many hours are spent with students to help them plan their schedules for the next school year. Our students determine, by their class selections, how many sections are needed for each course, and in some cases, which electives will be taught. Staffing for the coming year is determined by the number of courses sections needed to meet the needs of our students. Scheduling is a fundamental step in the educational process and is taken very seriously by all those staff members involved. It is hoped that students and their parents will approach scheduling for the coming school year with the same seriousness of purpose.

The drop/add policy for Linton-Stockton High School is as follows:

- Once a proposed schedule is turned in to the guidance office, no changes may be made until after the scheduling process is completed.
- During the summer, no changes may be made except in one case. If a required class was failed during the preceding year, it may be added and the schedule changed accordingly.
- At the beginning of the school year, no schedule will be changed except in rare cases. For example, if a student must add a course for college admission, the schedule may be changed, if there is class space available.
- Between semesters only two types of changes will be possible, those generated by a teacher and those for seniors who have failed a course required for graduation.
- No change will be made after the fifth day of the semester.

As students are scheduled, Linton-Stockton High School is making a commitment to its student body to provide the best education possible. It is also felt that the student body must in turn be committed to following through with course selections. While some schedule changes are necessary, given the amount of time needed to successfully schedule our students, large numbers of changes are not possible or feasible. Students will receive a “WF” if a course is dropped before the end of the semester.

## **EARLY GRADUATION**

Seniors may graduate at the end of the first semester provided that all graduation requirements have been completed.

Seniors graduating with less than 8 semesters of schoolwork may participate in senior prom and commencement only. Early graduates may **NOT** be valedictorian, salutatorian, or members of the Senior Honor Roll. Additionally, early grads will not be recognized as members of the Academic Club at the annual banquet. This rule does not affect the Academic Honor’s Diploma. Also, early graduates cannot participate in any extracurricular activities.

## **EARLY RELEASE**

No student enrolled less than 8 semesters at the secondary level may attend high school for less than a full day (unless the student is 18 years of age or older).

## **GRADING**

The following grading system will be used by all teachers in all Linton-Stockton High School courses. The scales that follow will be used to determine 9 weeks grades, final exam, and final semester grades.

	<b><u>Percentages</u></b>	<b><u>Point Values on the 4.000 Scale</u></b>	<b><u>Point Values on the Weighted Scale</u></b>
A	100-92	4.00	5.00
A-	91-90	3.667	4.667
B+	89-88	3.333	4.333
B	87-82	3.000	4.00
B-	81-80	2.667	3.667
C+	79-78	2.333	3.333
C	77-72	2.000	3.00
C-	71-70	1.667	2.667
D+	69-68	1.333	2.333
D	67-62	1.000	2.00
D-	61-60	.667	1.667
F	Below 60	0.00	0.00

The semester grade is a cumulative grade. In order for a student to earn credit for the course, he/she must:

- 1.) Pass three of four grades for the semester. (2 nine week grades and the final exam), and
- 2.) Earn the point value of at least a D- on the following grade range:

### **Semester Grade Range**

A	4.166-3.834	C	2.166-1.834
A-	3.833-3.500	C-	1.833-1.500
B+	3.499-3.167	D+	1.499-1.167
B	3.166-2.834	D	1.166-0.834
B-	2.833-2.500	D-	0.833-0.500
C+	2.499-2.167	F	Less than 0.500

Semester grades are determined in the following manner:

- 1) Determine the point values for the two 9 week grades and the semester examination by using the Point Value Scale.
- 2) Multiply the 9 week grades' point values by two (2) and add them to the point value of the semester examination.
- 3) Divide the total by five (5).
- 4) Determine the grade by using the Semester Grade Range.

All students are required to take the final exams.

## **NCAA DIVISION I AND II ELIGIBILITY**

To be eligible to participate in division I or II athletics at the college, level students must be certified by the NCAA Clearinghouse. Information is available online at [www.ncaa.org](http://www.ncaa.org) Students who wish to play sports in a Division I or II university must register online with the Clearinghouse. It is important that students notify their counselor as soon as possible of their desires to participate in division I and II athletics.

## **PERMANENT RECORDS**

Each Student has a permanent record which contains a record of grades and test scores. The permanent record is checked carefully for graduation requirements and is considered highly confidential. The permanent record is a valuable tool in guiding and counseling the student. A transcript of the permanent record usually

accompanies each college application.

### **PLATO (Credit recovery program)**

Seniors, who need to recover required credits, may do so through the PLATO Program. This is a web-based credit recovery system approved by the school board and administered by the high school. Students may take courses during the school year and in the summer as well. However, if more than one course is needed, they can only be taken one at a time. The courses must be completed in nine-weeks and cannot be completed in less than four weeks. Students who wish to take a course through PLATO Stars must be approved by the counselor and the principal. There is a cost involved, and it must be paid to the school treasurer before starting the course. Courses are also subject to availability.

While PLATO Stars is designed as a credit recovery system, students who wish to work ahead on advanced courses may be allowed to do so. These are special cases and will be subject to the approval of the principal, the counselor, and the head of the department subject area.

### **REPEATING COURSE**

Any student may repeat a course in which he/she has received credit. However, credit cannot be received the second time a course is taken. The second grade will be averaged with the first as part of the cumulative grade point average. Before a student chooses to repeat a course the value of that decision should be discussed with the student's counselor.

### **TRANSCRIPT**

Transcripts needed for transfer, military use, scholarship consideration, college applications or prospective employer information are delivered from the Guidance office. Transcripts given to the student are not considered to be official and will not carry the school seal. Seniors applying to a university should use the online transcript service, Parchment, to request transcripts be sent. [www.parchment.com](http://www.parchment.com)

A senior, who is accepted at one or more colleges, should request his/her supplementary transcript of final grades be sent to the college where he/she plans to enroll. Other colleges that have accepted him/her should be notified of the final decision.

### **WORK PERMITS**

In order to get a work permit, a student must first pick up an "Intent to Employ" card from the high school office. This card must be filled out by the parent and the prospective employer and returned to the office before a work permit may be issued.

Beginning January 1, 1996, work permits will not be issued to students who did not pass four (4) subjects at the end of the semester. Also, existing work permits will be revoked based on the same criteria. The Bureau of Child Labor will be notified as well as the local employer. This policy is the same policy that has been in effect for several years to determine athletic eligibility. It is the responsibility of the student to request that a work permit be reissued if his/hers has been revoked. The student must meet the above criteria for the work permit to be reissued.

# AGRICULTURE EDUCATION

## ADVANCED LIFE SCIENCE: ANIMALS (L)

5070

(ALS ANIML)

**Advanced Life Science: Animals** provides students with opportunities to participate in a variety of activities including laboratory work. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory, fieldwork, leadership development, supervised agricultural experience and the exploration of career opportunities, they will recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, and ecology, as well as historical and current issues in animal agriculture in the area of advanced life science in animals.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources, Biology, Chemistry, Integrated Chemistry Physics, Animal Science
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as an Elective or Directed Elective for all diplomas
- Fulfills a Core 40 Science requirement for all diplomas
- Qualifies as a quantitative reasoning course

## AGRIBUSINESS MANAGEMENT

5002

(AG BUS MGMT)

**Agribusiness Management** is a yearlong course that presents the concepts necessary for managing an agriculture-related business from a local and global perspective. Concepts covered in the course include: exploring careers in agribusiness, global visioning, applying E-commerce, risk management, understanding business management and structures, entrepreneurship, the planning, organizing, financing, and operation of an agribusiness, economic principles, credit, computerized record keeping, budgeting, fundamentals of cash flow, federal, state, property and sales tax, insurance, cooperatives, purchasing, the utilization of information technology in agribusiness, marketing agricultural products, developing a marketing plan, advertising and selling products and services, understanding consumers and buying trends, agricultural law applications and employability skills.

- Recommended Grade Level: 11,12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher
- A two-credit/two semester course.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course.
- State Additional Pupil Count (APC) vocational funding available if taught by appropriate Licensed Teacher <http://www.doe.in.gov/octe/pdf/CIPCrosswalk060317.pdf>

## ANIMAL SCIENCE

(ANML SCI)

5008

**Animal Science** is a yearlong program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. Areas that the students study may be applied to both large and small animals.

Topics to be addressed include: anatomy and physiology, genetics, reproduction and biotechnology, nutrition, aquaculture, careers in animal science, animal health, meeting environmental requirements of animals, and management practices for the care and maintenance of animals.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of teacher.
- A two-credit/ two-semester course. This course can be offered for a second full year at an advanced level and may also be offered in a two or three hour block with a maximum of six credit hours.
- Animal Science may be offered as a small animal/large animal course and or include an advanced, local content specific application such as aquaculture.
- Fulfills a Life Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course.
- State Additional Pupil Count (APC) vocational funding available if taught by appropriate Licensed Teacher <http://www.doe.in.gov/octe/pdf/CIPCcrosswalk060317.pdf>

## FUNDAMENTALS OF AGRICULTURAL SCIENCE AND BUSINESS

(FUND AG BUS)

5056

**Fundamentals of Agricultural Science and Business** is a yearlong course that is highly recommended as a prerequisite and foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to careers and the fundamentals of agricultural science and business. Areas to be covered include: agricultural literacy, its importance and career opportunities, plant and soil science, environmental science, horticulture and landscape management, agricultural biotechnology, agricultural science and business tools and equipment, basic principles of and employability in the agricultural/horticultural industry, basic agribusiness principles and skills, developing leadership skills in agriculture, and supervised experience in agriculture/horticulture purposes and procedures. Student learning objectives are defined. Instruction includes not only agriculture education standards but many academic standards are included through the use of “hands-on” problem-solving individual and team activities.

- Suggested Grade Levels: 9 or by permission of teacher.
- Recommended Prerequisite: None
- A two-credit/two semester course. May be offered as year-long course to 8<sup>th</sup> graders for high school credit.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- State Additional Pupil Count (APC) vocational funding available if taught by appropriate Licensed Teacher <http://www.doe.in.gov/octe/pdf/CIPCcrosswalk060317.pdf>

## HORTICULTURE SCIENCE

(HORT SCI)

5132

**Horticulture Science** is designed to give students a background in the field of horticulture and its many career

opportunities. It addresses the biology and technology involved in the production, processing and marketing of plants and its products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest and pest management. Students participate in a variety of activities to include extensive laboratory work usually in a school greenhouse, leadership development, supervised agricultural experience and learning about career opportunities in the area of horticulture science.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: Introduction to Agriculture, Food, and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Life Science or Physical Science requirement for the General Diploma

## Plant and Soil Science

(PLT SL SCI)

5170

**Plant and Soil Science** is a yearlong course that provides students with opportunities to participate in a variety of activities including laboratory work. Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, environmental factors affecting plant growth, integrated pest management plants and their management, biotechnology, the basic components and types of soil, calculation of fertilizer application rates and procedures for application, soil tillage and conservation, irrigation and drainage, land measurement, grain and forage quality, cropping systems, precision agriculture, principles and benefits of global positioning systems and new technologies, harvesting, and career opportunities in the field of plant and soil science.

- Suggested Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher
- A two-credit / two-semester course.
- Fulfills a Life Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course.
- After a student completes the required Core 40 Science credits, this course may be used as an additional two science credits.
- State Additional Pupil Count (APC) vocational funding available if taught by appropriate Licensed Teacher <http://www.doe.in.gov/octe/pdf/CIPCcrosswalk060317.pdf>

# BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY EDUCATION

## BUSINESS LAW AND ETHICS

4560

(BUS LAW ETH)

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

- Recommended Grade Level: 11,12
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## BUSINESS MATH

4512

(BUS MATH)

**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, & management. Instructional strategies should include simulations, guest speakers, tours, Internet research, & business experiences.

- Recommended Grade Level: 10, 11
- Recommended Prerequisite: Algebra I
- Credits: 1 credit per semester, maximum of 2 credits
- Fulfills a Mathematics requirement for the General Diploma only or counts as an Elective or Directed Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course

## Digital Citizenship

4530

(DIGI CITI)

**Digital Citizenship** prepares students to use computer technology in an effective and appropriate manner. Students develop knowledge of word processing, spreadsheets, presentation and communications software. Students establish what it means to be a good digital citizen and how to use technology appropriately.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## INTRODUCTION TO ACCOUNTING

4524

(INTO ACC)

**Introduction to Accounting** 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.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: None
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

- Counts as a Directed Elective or Elective for the all diplomas

## INTRODUCTION TO BUSINESS

4518 (INTO BUSS)

**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 develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

- Recommended Grade Level: Grade 9, 10
- Recommended Prerequisites: None
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## PERSONAL FINANCIAL RESPONSIBILITY

4540 (PRS FIN RSP)

**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.

- Recommended Grade Level: Grade 9 - 12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## PRINCIPLES OF BUSINESS MANAGEMENT

4562 (BUS MGMT)

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

- Recommended Grade Level: Grade 11, 12
- Recommended Prerequisites: Introduction to Business
- Credits: 2 semester course, 1 credit per semester
- 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## PRINCIPLES OF MARKETING

5914 (PRN MRKT)

**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.

- Recommended Grade Level: Grade 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## PREPARING FOR COLLEGE AND CAREERS

5394

(PREP CC)

**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.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
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## WORK BASED LEARNING

5260

(WBL)

**Work Based Learning** is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating achievement and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

In the stand-alone WBL courses, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Therefore, at least two courses in a student's pathway would be prerequisite to the student enrolling in the stand-alone WBL courses.

There are several models of Work Based Learning. A school may choose to use a single model or differentiate instruction by using multiple models depending on a student's pathway and career objectives. The models are:

- Apprenticeship
- Cooperative
- Internship
- School Based Enterprise
- Service Learning Based

Please Note: Depending on the model used, there are federal and state student employment and cooperative education laws that must be followed.

Students are monitored in their experiences by the content-related CTE teacher or a CTE teacher needs to be the teacher for the comprehensive course. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: Grade 12
- Required Prerequisites: Preparing for College and Careers; 4 credits of introductory and advanced courses related to a student's pathway
- Credits: 2-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

# English/Language Arts

## ENGLISH 9

(ENG 9)

1002

**English 9**, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 9, is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write 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.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 w/Academic Honors and Core 40 w/Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

## ENGLISH 10

(ENG 10)

1004

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

- Recommended Prerequisites: English 9 or teacher recommendation.
- Credits: 2 credits, a two-semester course with 1 credit per semester.
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors & Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

## ENGLISH 11

(ENG 11)

1006

**English 11**, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 11, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, and 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.

- Recommended Grade Level: Grade 11
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

## ENGLISH 12

(ENG 12)

1008

**English 12**, an integrated English course based on Indiana's Academic Standards for English/Language Arts for Grade 12, 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

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Credits: 2 credits, a 2-semester course w/1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

## AP ENGLISH LANGUAGE AND COMPOSITION

1056

(LNG/COMP AP)

**AP English Language and Composition** is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study.

- Recommended Grade Level: 11, 12 (College Board does not designate when this course should be offered). • Recommended Prerequisites: English 9 & English 10 or teacher recommendation. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for grades 11 or 12 for all diplomas

## AP ENGLISH LITERATURE AND COMPOSITION

1058

(LIT/COMP AP)

**AP English Literature and Composition** is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

- Recommended Grade Level: 11,12
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
- Credits: 2 semester course, 1 credit per semester • Fulfills an English/Language Arts requirement for grades 11 or 12 all diplomas

## LANGUAGE ARTS LAB

(LANG LAB)

1010

**Language Arts Lab** is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with Indiana's Academic Standards for English/Language Arts in Grades 9-12 and focusing on the Writing Standards (Standards 4, 5, and 6).

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels.
- Counts as an English/Language Arts Elective only for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is for students who need additional support in all the language arts (reading, writing, speaking and listening), especially in writing.
- NOTE: The course may also be used for students who need extra preparation to take Advanced Placement classes or college placement examinations.

## ETYMOLOGY

(Vocabulary)

1060

**Etymology**, a language studies course based on Indiana's Academic 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 works or creating an historical timeline of the development of specific words, which demonstrates knowledge, application, and progress in Etymology course content.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- A Career Academic Sequence or Flex Credit course
- NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.
- This course may be used to help students increase their vocabularies as preparation to perform well on the SAT or ACT.

## CREATIVE WRITING

(CREAT WRIT)

1092

**Composition, a course based on Indiana's Academic Standards for English/Language Arts**, is a study and application of the rhetorical 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.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit

- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.**

## EXPOSITORY WRITING

(EXPOS WRIT)

1094

**Expository Writing**, a course based on *Indiana's 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 report 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.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 w/ Academic Honors and Core 40 w/ Technical Honors diplomas

NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.

## STUDENT PUBLICATIONS

(STDNT PUBS)

1086

Student Publications, a course based on the High School Journalism Standards and the Student Publications Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

- Recommended Grade Level: Grades 9 ---12
- Recommended Prerequisites: Journalism, Mass Media, or teacher recommendation
- Credits: 1---8 credits. The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three or four years by titling the course Beginning, Intermediate, or Advanced.
- 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 the Fine Arts requirement for the Core 40 with Academic Honors.

NOTE: This is the designated school newspaper or yearbook course.

# Family and Consumer Sciences - Comprehensive

## ADVANCED CHILD DEVELOPMENT

5360

(ADV CHLDDEV)

**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 are strongly recommended.

This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Child Development
- Credits: 1 Credit per Semester, 2 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## ADVANCED NUTRITION AND WELLNESS

5340

(ADV NTRN WEL)

**Advanced Nutrition and Wellness** is a course which provides an extensive study of nutrition. 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* 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*, which is a required prerequisite. 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, 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. 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.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Nutrition and Wellness
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## CHILD DEVELOPMENT

5362

(CHLD DEV)

**Child Development** is an introductory course for all students as a life foundation and academic enrichment; it 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 three. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. 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 child development. Direct, concrete mathematics and language arts 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.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, 1 credit maximum
- 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).
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## INTRODUCTION TO FASHION AND TEXTILES

5380

(FSHNTX)

**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 testing; and application of technical tools and equipment utilized in the industry. Visual arts concepts will be addressed.

Direct, concrete mathematics proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## INTERPERSONAL RELATIONSHIPS

5364

(INTRP RLT)

**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.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None

- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- 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).
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Local programs have the option of offering a second version of the course that is focused more on family relations. Such a course may be differentiated from the regular course offering by using a subtitle in addition to *Interpersonal Relationships*. A student may earn credits for both versions of the course. No waiver is required in this instance.

## NUTRITION AND WELLNESS

5342

(NTRN WLNS)

**Nutrition and Wellness** 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 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 are a required component. 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.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, 1 credit maximum
- 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)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Local programs have the option of offering a second version of the course that is focused more on the **fitness aspects** of wellness and nutrition. This version may be taught within the family and consumer sciences department or it may be interdisciplinary and team taught or co-taught with a teacher licensed in physical education. Such a course may be differentiated from the regular course offering by using a subtitle in addition to *Nutrition and Wellness*. A student may earn credits for multiple versions of the course. No waiver is required in this instance.
- Local programs may offer an additional version of this course for a specific student population, for instance, seniors who have never taken nutrition or foods courses. Such a course may be differentiated from the regular course offering by using a subtitle in addition to *Nutrition and Wellness*. A student may earn credits for multiple versions of the course. No waiver is required in this instance.

## Fine Arts

### ADVANCED CHORUS (L)

(ADV CHOR)

4188

**Advanced Chorus** is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for 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.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Beginning and Intermediate Chorus
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content 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 the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

### ADVANCED CONCERT BAND (L)

(ADV BAND)

4170

**Advanced Concert Band** is based on the Indiana Academic Standards for High School Instrumental Music. This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines.

Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for 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.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Beginning and Intermediate Concert Band
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content 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 the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## ADVANCED THREE-DIMENSIONAL ART (L)

4006

(ADV 3D ART)

**Advanced Three-Dimensional Art** is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of 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 three-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.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Laboratory course
- Credits: 1-semester course for 1 credit. The nature of the course allows for successive semesters of instruction at an advanced level provided that defined proficiencies & content 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 the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## ADVANCED TWO-DIMENSIONAL ART (L)

4004

(ADV 2D ART)

**Advanced Two-Dimensional Art** is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of 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.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Credits: 1 semester course for 1 credit. The nature of the course allows for successive semesters of instruction at an advanced level provided that defined proficiencies & content standards are utilized.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## APPLIED MUSIC (L)

4200

(APPL MUS)

**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 refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1--semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content 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 the General, Core 40, Core 40 with Academic Honors and

## CERAMICS (L) (CERAMICS)

4040

**Ceramics** is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics 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 works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. 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.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content 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 the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## DRAWING (L) (DRAWING)

4060

**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.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies & content 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 the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

## FIBER ARTS (L) (FBR ARTS)

4046

**Fiber Arts** is a course based on the Indiana Academic Standards for Visual Art. Students in fiber arts 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 fiber art works utilizing processes such as loom and offloom construction, dyeing, coiling, and stitchery. 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. • Recommended Grade Level: 10, 11, 12 • Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three Dimensional Art (L) • Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

- Counts as a Directed Elective or Elective for all diplomas
- Laboratory Course
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

## INTRODUCTION TO THREE-DIMENSIONAL ART (L)

4002

(3D ART)

**Introduction to Three-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 three-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.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 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 the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

## INTRODUCTION TO TWO-DIMENSIONAL ART (L)

4000

(2D ART)

**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.

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 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 the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

## MUSIC HISTORY AND APPRECIATION

(MUS HIST)

4206

**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.

- Recommended Grade Level: 9, 10, 11, or 12
- Credits: a 1 or 2 semester course for 1 credit each semester. The nature of this course allows for two successive semesters of instruction, 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 the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

## MUSIC THEORY AND COMPOSITION (L)

(MUS THEORY)

4208

**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.

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1 or 2 semester course for 1 credit each semester. The nature of this course allows for two successive semesters of instruction, 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 the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## PAINTING (L)

(PAINTING)

4064

**Painting** is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works.

Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. 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.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content 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 the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## PRINTMAKING (L)

(PRNTMKG)

4066

**Printmaking** is a course based on the Indiana Academic Standards for Visual Art. Students in printmaking engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students apply media, techniques, and processes with sufficient skill to communicate intended meaning. They create abstract and realistic prints using a variety of materials such as linocut, woodcut, stencil, silkscreen, photo silkscreen, and mono-print. They utilize processes such as etching, relief, and lithography to explore a variety of ideas and problems. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Laboratory Course

## SCULPTURE (L)

(SCULPT)

4044

**Sculpture** is a course based on the Indiana Academic Standards for Visual Art. Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. 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.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to ThreeDimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Laboratory Course
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

# Health and Physical Education

## ADVANCED HEALTH

(ADV HLTH ED)

3500

**Advanced Health Education**, an elective course that is aligned to Indiana's Academic Standards for Health & Wellness, provides advanced knowledge and skills to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice the development of functional advanced health information (essential concepts); determine personal values that support healthy behaviors; develop group norms that value a healthy lifestyle; and develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. Advanced Health & Wellness provides students with an in-depth study of promoting personal health and wellness, physical activity, healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco, alcohol, and other drug free lifestyle; and promoting human development and family health. The scientific components of health and wellness, health issues and concerns, health risk appraisals, individual wellness plans, health promotion and health careers are expanded and explored within the context of the course. This course provides students with the advanced 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.

- Recommended Grade Level: 10, 11, or 12
- Required Prerequisites: Health & Wellness Education course
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as an Elective requirement for all diplomas

## HEALTH AND WELLNESS EDUCATION

(HLTH&WELL)

3506

**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.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: 8th grade health education
- Credits: 1 credit, 1 semester course
- Fulfills the Health & Wellness requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas

## PHYSICAL EDUCATION I (L)

3542

(PHYS ED)

**Physical Education I** 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.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Grade 8 Physical Education
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- 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

## PHYSICAL EDUCATION II (L)

3544

(PHYS ED II)

**Physical Education II** focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in four of the following that were not in Physical Education I: 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.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Physical Education I
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- 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.

# Mathematics

## ALGEBRA ENRICHMENT

(ALG ENRICH)

2510

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

- Credits: A two credit course
- Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Algebra Enrichment is designed as a support course for Algebra I. As such, a student taking Algebra Enrichment must also be enrolled in Algebra I during the same academic year.

## ALGEBRA I

(ALG I)

2520

**Algebra I** formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The 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 Mathematical Practice Standards apply throughout each course and, together with the content 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.

- Credits: A two credit course
- 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
- Students pursuing Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9
- Qualifies as a quantitative reasoning course

### Algebra 1 Honors

This course compacts the Algebra I curriculum described above as well as explores topics at a higher level of difficulty. In addition, the eighth grade academic standards are reviewed as well.

Placement in this course is based on placement in previous honors mathematics courses, teacher recommendation, ISTEP scores, Northwest scores, and grades earned in previous mathematics courses.

## ALGEBRA II (ALG II)

2522

**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. The Mathematical Practice Standards apply throughout each course and, together with the content 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.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- 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
- Qualifies as a quantitative reasoning course

### Algebra II Honors

This course compacts the Algebra II curriculum described above as well as explores additional topics and topics at a higher level of difficulty. Placement in this course is based on placement in previous honors mathematics courses, teacher recommendation, ISTEP scores, Northwest scores, and grades earned in previous mathematics courses.

## CALCULUS AB, ADVANCED PLACEMENT

2562

(CALC AB AP)

**Calculus AB, Advanced Placement** is a course based on content established by the College Board. *Calculus AB* is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf>

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisite: Pre-calculus/Trigonometry
- Credits: A two credit course, one credit per semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## CCR BRIDGE: MATH READY

2514

(MATH RDY)

**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 & 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.

- Recommended Grade Level: 12
- Recommended Prerequisites: In grade 11, students who have not passed the Grade 10 Math ISTEP+ (or old Algebra 1 ECA) and have scored below a 45 on the PSAT test OR students who score below proficient on a diagnostic test should be placed in the Literacy Ready course.
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas

## GEOMETRY (GEOM)

2532

**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. Six critical areas comprise the *Geometry* course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school INCC The Mathematical Practice Standards apply throughout each course and, together with the content 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.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 w/ Academic Honors and Core 40 w/ Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

### Geometry Honors

This course compacts the Geometry curriculum described above as well as explores topics at a higher level of difficulty. Placement in this course is based on placement in previous honors mathematics courses, teacher recommendation, ISTEP scores, Northwest scores, and grades earned in previous mathematics courses.

## PRE-CALCULUS/TRIGONOMETRY (PRECAL/TRIG)

2564

**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 & 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.

- Recommended Prerequisite: Algebra II and Geometry or Integrated Mathematics III
- Credits: A two-credit course
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

# SCIENCE

## ANATOMY & PHYSIOLOGY Dual Credit

5276

(A & P)

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

- Recommended Grade Level: Grade 11,12
- Recommended Prerequisites: Biology, Chemistry I
- Credits: 1 credit per semester, maximum of 2 credits
- 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 w/ Academic Honors, & Core 40 w/ Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- This course is aligned with postsecondary courses for Dual Credit.
- *Dual Credit Course through Ivy Tech*

## BIOLOGY I (L)

(BIO I)

3024

**Biology I** is a course based on laboratory investigations that include a study of the structures and functions of living organisms and their interactions with the environment. At a minimum, students enrolled in Biology I explore the structure and function of cells, cellular processes, and the interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students work with concepts, principles, and theories of the living environment. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history and development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and societal issues.

- Recommended Grade Level: 10
- Credits: A two credit course
- Fulfills the Biology requirement for the General (Class of 2010 and subsequent classes), Core 40, Core 40 with Academic Honors & Core 40 with Technical Honors diplomas
- A Career Academic Sequence or Flex Credit course

## BIOLOGY II (L) Dual Credit

(BIO II)

3026

**Biology II** is an advanced laboratory, field, and literature investigation-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.

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: Biology I and Chemistry I
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 w/ Academic Honors and Core 40 w/ Technical Honors diplomas

- A Career Academic Sequence or Flex Credit course
- *Dual Credit Course through Ivy Tech*

### CHEMISTRY I (L) (CHEM I)

3064

**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. Recommended Grade Level: 10-12

- Recommended Prerequisite: Algebra II (can be taken concurrently)
- Credits: A two credit course
- Fulfills the requirement for physical science for the General diploma. Fulfills Chemistry credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course

### CHEMISTRY II (L) (CHEM II)

3066

**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.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Chemistry I, Algebra II
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- *Dual Credit Course through Ivy Tech*

### EARTH AND SPACE SCIENCE I (L) (EAS SCI I)

3044

**Earth and Space Science I** is a course focusing on the study of the earth's layers, atmosphere, hydrosphere, and the structure and scale of the Universe. Students analyze and describe Earth's inter-connected systems and examine how Earth's materials, landforms, and continents are modified across geological time. Through laboratory and field investigations, students understand the history and development of the Earth and space sciences, explore the uses of Earth and space science in various careers, and investigate Earth and space science problems concerning personal needs and community issues related to science.

- Recommended Grade Level: 9-10
- Credits: A two credit course
- Counts as a Science Course for General, Core 40, Core 40 w/ Academic Honors & Core 40 w/Technical Honors diplomas

## ENVIRONMENTAL SCIENCE (L)

(ENVSCI)

3010

**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 environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. 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.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Two credits science coursework
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a science (life) course requirement for all diplomas

## INTEGRATED CHEMISTRY-PHYSICS (L)

(ICP)

3108

**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

- Recommended Grade Level: 9
- Recommended Prerequisite: Algebra I (may be taken concurrently with this course)
- Credits: A two credit course
- 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

## LIFE SCIENCE (L)

(LIFE SCI)

3030

**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.

- Recommended Grade Level: 9-10
- Credits: A one credit course
- Fulfills the life science requirement for the General Diploma only or counts as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## PHYSICAL SCIENCE (L)

(PHY SCI)

3102

**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.

- Recommended Grade Level: 9-10
- Credits: A one credit course
- Fulfills the physical science requirement for the General Diploma only or counts as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## PHYSICS I (L)

(PHYS I)

3084

**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.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Algebra II
- Credits: A two credit course
- 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

# SOCIAL STUDIES

## CURRENT PROBLEMS, ISSUES, AND EVENTS

1512

(CPIE)

**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 studies from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- Recommended Grade Level: None
- Recommended/Required Prerequisites: none
- Credits: 1 semester, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## ECONOMICS

1514

(ECON)

**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, 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.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- 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

## ETHNIC STUDIES

1516

(ETH STUDIES)

**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.

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit
- Counts as an Elective for all diplomas
- **Must be offered at least once per school year**

## INDIANA STUDIES

(IN STUDIES)

1518

**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.

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- **Must be offered at least once per school year**

## AP MICROECONOMICS

(MICRO-ECON)

1566

**AP Microeconomics** is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; The Nature and Functions of Product Markets; Factor Markets; and Market Failure and the Role of Government.

- Recommended Grade Level: 11, 12 • Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a Social Studies requirement for the General Diploma
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Qualifies as a quantitative reasoning course

## LAW EDUCATION

(LAW ED)

1526

**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.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: United States Government or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## PSYCHOLOGY

(PSYCH)

1532

**Psychology** is the scientific study of mental processes and behavior. The course is divided into eight content areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development looks at all the changes through one's life; physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 or 2 semester course. 1 credit per semester.
- Counts as an Elective for the General and Core 40 diplomas

## SOCIOLOGY

(SOCIOLOGY)

1534

**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 describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students 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 also analyze the role of individuals in the community and social problems in today's world.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## TOPICS IN HISTORY

(TOP HIST)

1538

**Topics In History** provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth-century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: United States History or History and World Civilizations \
- Credits: 1 semester course, 1 credit per semester. This course may be repeated if the material in the course is different from one semester to the next. Topics in History can address different topics in World History or U.S. History.
- Counts as an Elective all diplomas

## UNITED STATES GOVERNMENT

(US GOVT)

1540

**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.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- 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
- A Career Academic Sequence or Flex Credit course

## AP UNITED STATES GOVERNMENT AND POLITICS

(US GOVT AP)

1560

**AP United States Government and Politics** is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Topics include: (1) constitutional underpinnings, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## UNITED STATES HISTORY

(US HIST)

1542

**United States History** is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, 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 as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students 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.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit each semester
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## AP UNITED STATES HISTORY

(US HIST AP)

1562

**AP United States History** is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 2 semester course, 1 credit per semester
- Fulfills the US History requirement for all diplomas

## WORLD HISTORY AND CIVILIZATION

(WLD HST/CVL)

1548

**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 and process skills 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.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Social Studies 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

# WORLD LANGUAGES

## GERMAN I

(GER I)

2040

**German I**, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning German language learning, and to various aspects of German-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 German-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 German language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

## GERMAN II

(GER II)

2042

**German II**, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for German 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 German-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 German language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: German I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

## GERMAN III

(GER III)

2044

**German III**, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for German 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 German-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 German language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: German I and II
- Credits: A 2-credit course
- 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

(SPAN I)

2120

**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.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- 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

(SPAN II)

2122

**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.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I
- Credits: A 2-credit course
- 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 III

(SPAN III)

2124

**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.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

# ENGINEERING AND TECHNOLOGY EDUCATION

## INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS

4796

(INT ADV MFTG)

**Introduction to Advanced Manufacturing and Logistics** is a course that specializes in how people use modern manufacturing systems with an introduction to advanced manufacturing and logistics 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 such as: metallics; polymers; ceramics; and composites. Students study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. 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, MSDS's, 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 characteristics employers seek as well as skills that will help them in future endeavors.

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and
- Core 40 with Technical Honors diplomas

## INTRODUCTION TO CONSTRUCTION

4792

(INT CONST)

**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.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and
- Core 40 with Technical Honors diplomas

## INTRODUCTION TO ENGINEERING DESIGN (Non-PLTW and PLTW)

4812

PLTW (IED)

4802

non-PLTW (INT ENG DES)

**Introduction to Engineering Design** is an introductory course which develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design (CAD). **NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: none
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and
- Core 40 with Technical Honors diplomas
- This course is aligned with the following Post-Secondary courses for Dual Credit
- *Dual Credit Course through Ivy Tech*

## INTRODUCTION TO MANUFACTURING

4784

(INT MAN)

**Introduction to Manufacturing** is a course that specializes in how people use modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a background toward developing engineering & technological literacy. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Students will apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students will investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling.

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites:
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and
- Core 40 with Technical Honors diplomas

## INTRODUCTION TO TRANSPORTATION

4798

(INT TRANS)

**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.

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and
- Core 40 with Technical Honors diplomas

# TRADE AND INDUSTRIAL EDUCATION

## AUTOMOTIVE COLLISION REPAIR TECHNOLOGY

5514

(ACR TECH)

CIP Code: 47.0603

**Automotive Collision Repair Technology** includes classroom and laboratory experiences concerned with all phases of the repair of damaged vehicle bodies and frames, including metal straightening; smoothing areas by filing, grinding, or sanding; concealment of imperfections; painting; and replacement of body components including trim. Instruction should also emphasize computerized frame diagnosis, computerized color-mixing, and computerized estimating of repair costs. Additional academic skills taught in this course include precision measurement and mathematical calibrations as well as scientific principles related to adhesive compounds, color-mixing, abrasive materials, metallurgy, and composite materials.

- Suggested Grade Levels: 11-12
- Recommended prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- State Additional Pupil Count (APC) vocational funding available if taught by appropriate Licensed Teacher <http://www.doe.in.gov/octe/pdf/CIPCrosswalk060317.pdf>
- Content standards exist for this program and reflect the “I-CAR Advance Tech Curriculum.”
- This course is a component of the Mechanical Repair and Precision Crafts career cluster.

## AUTOMOTIVE SERVICES TECHNOLOGY

(AUTO TECH or AST)

5510

CIP Code: 47.0604

**Automotive Services Technology** includes classroom and laboratory experiences that incorporate training in service and repair work on all types of automotive vehicles. Included in the course is training in the use of service/repair information and a variety of hand and power tools. Instruction and practice provides opportunities for students to diagnose malfunctions, disassemble units, perform parts inspections, and repair and replace parts. Course content should address NATEF/ ASE standards leading to certification in one or more of the following areas: steering and suspension; brakes; engine performance; manual transmissions and differential; automatic transmissions; electrical systems; air conditioning; and, engine repair. Mathematical skills will be reinforced through precision measuring activities and cost estimation/calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

- Suggested Grade Levels: 11-12
- Recommended prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- State Additional Pupil Count (APC) vocational funding available if taught by appropriate Licensed Teacher <http://www.doe.in.gov/octe/pdf/CIPCrosswalk060317.pdf>
- Content standards are based NATEF/ASE certifications.
- This course is a component of the Mechanical Repair and Precision Crafts career cluster.

## BUILDING TRADES TECHNOLOGY

5580

(BT TECH)

*CIP Codes: 46.0201 (Carpenter); 46.0101 (Mason/Tile Setter); 46.0503 (Plumber) 46.0302 (Electrician); 49.0202 (Construction Equipment Operator)*

**Building Trades Technology** includes classroom and laboratory experiences concerned with the erection, installation, maintenance, and repair of buildings, homes, and other structures using assorted materials such as metal, wood, stone, brick, glass, concrete, or composition substances.

Instruction covers a variety of activities such as cost estimating; cutting, fitting, fastening, and finishing various materials; the uses of a variety of hand and power tools; and, blueprint reading and following technical specifications. Knowledge concerning the physical properties of materials should also be emphasized. Instruction in plastering, masonry, tile setting, dry wall installation, plumbing, residential wiring and roofing should be covered in the course of study. Additional areas of instruction can include operation and maintenance of heavy equipment used in the construction industry and processes used for digging, grading, clearing, and excavating. Students will develop accurate and precise measuring skills and an advanced understanding of volume and area calculations as well as the advanced mathematical skills required for construction of rafters, stair stringers, and complex angles. Estimation skills will be strengthened through activities such as ordering of materials and planning construction jobs. Scientific principles will be reinforced through weight load exercises, span length determinations, and the study of relative strength. Reading skills as well as oral and written communication skills will also be emphasized to ensure students' abilities to accurately interpret instructions and provide information to customers and colleagues.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Core 40, Core 40 with Academic Honors and Core 40 with
- Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- State Additional Pupil Count (APC) vocational funding available if taught by appropriate Licensed Teacher <http://www.doe.in.gov/octe/pdf/CIPCrosswalk060317.pdf>
- This course is a component of the Building and Construction career cluster and may also be included as part of the Mechanical Repair and Precision Crafts career cluster.

## COSMETOLOGY

(CSMTLGY)

5802

CIP Code: 12.0401

**Cosmetology** includes classroom and practical experiences concerned with a variety of beauty treatments, including the beautification of hair and skin care. Instruction includes training in giving shampoos, rinses, and scalp treatments; hair styling, setting, cutting, dyeing, tinting, bleaching, and fitting wigs; permanent waving; facials; manicuring; and, hand and arm massaging. Scientific knowledge related to bacteriology, anatomy, hygiene, and sanitation will be emphasized. Additional instruction in the areas of small business (salon) management, record keeping, and customer relations should also be provided in this course. Instruction should be designed to qualify students for the licensing examination.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- Clock hours set by the State Licensing Board
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course Academic content standards:
- State Additional Pupil Count (APC) vocational funding available if taught by appropriate Licensed Teacher <http://www.doe.in.gov/octe/pdf/CIPCrosswalk060317.pdf>
- This course is a component of the Personal and Commercial Services career cluster.

## CULINARY ARTS CAREERS I, II, III

(CULART I, II, III)

5440

CIP Codes: 12.0500, 12.0501, 12.0503, 12.0599, 19.0505

**Culinary Arts Careers** prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and hospitality and tourism. Instruction and intensive laboratory experiences may include commercial applications of principles of nutritious, aesthetic, and sanitary selection, purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on- the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. The *ProStart School-to Career Program*, available through the Indiana Hospitality and Tourism Foundation, may be used for this course. To apply to be a ProStart Program, contact the Indiana Hospitality and Tourism Foundation by phone at 317-673-4249, fax at 317-673-4210, or go to their website at

<http://www.indianarestaurants.org/Foundation.asp>

- Recommended Grade Level: Grade 11 & 12 or grade 10, 11, and 12 for the three-year program
- Recommended Prerequisites: Orientation to Life and Careers, Culinary Arts Foundations and/or Nutrition and Wellness and Advanced Nutrition and Foods
- Credits: Two semester occupational course, 2 or 3 credits per semester, one, two, or three years
- If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Academic content standards: <http://doe.in.gov/octe/facs/foodindustryoccup.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/foodindustryoccup.html>

- Funding: Additional Pupil Count (APC) State vocational funding available

## DRAFTING AND COMPUTER AIDED DESIGN (CAD)

5640

(DRFT CAD)

CIP Code: 15.1301

**Drafting and Computer Aided Design (CAD)** emphasizes the theory and application of drafting principles used to create detailed drawings according to exact project dimensions and specifications. Instruction includes experiences in gathering and translating realistic project data or specifications, completion of two and three dimensional drawings, and the development of computer models. Instruction will reinforce and expand students' mathematical skills through the study of geometric tolerancing and construction and the use of geometry and trigonometry principles in design projects and laboratory activities. Students will also enhance their reading and comprehension skills through daily use of technical software manuals. The techniques learned, and software used, should be state of the art and reflect current industry standards.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters.
- Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for additional years of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- State Additional Pupil Count (APC) vocational funding available if taught by appropriate Licensed Teacher <http://www.doe.in.gov/octe/pdf/CIPCrosswalk060317.pdf>
- This course is a component of the Engineering, Science, and Technologies career cluster and may also be included as part of the Manufacturing and Processing career cluster.

## HEALTH CAREERS I

5282

(HLTHCARRI)

**Health Careers I** content includes a core of entry level skills common to one specific health career such as patient nursing care, dental care, animal care, medical laboratory, and public health. Course content includes an introduction to health care systems, anatomy, physiology, and medical terminology. Included are leadership skills developed through membership in the student youth organization, HOSA. During the second semester, instruction is integrated with core entry-level skills. The concept of coping with illness is also introduced. In addition, this course includes work ethics and job seeking skills such as job applications, resumes, and interviews. An in-school laboratory provides hands-on, simulated experiences.

The instructor and the students should move from the local school to the actual health care clinical setting for pre-planned, educational experiences which are to be coordinated and evaluated by the school. The pre-planned activities provide an opportunity for the students to apply the knowledge, skills, and attitudes learned in the classroom. Actual instruction and supervision, usually provided on a one-to-one basis, is given by qualified health practitioners in the clinical setting, based on pre-determined specific learning competencies.

- Recommended Grade Level: 11-12
- Required Prerequisite: None
- Recommended Prerequisite: Biology I, Chemistry I; Introduction to Health Care Systems, Introduction to Dental Health Careers, or Integrated Health Sciences I or II
- Credits: A one or two-semester course, one to three credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- State Additional Pupil Count (APC) vocational funding available if taught by CTE licensed Health Sciences teacher

## HEALTH CAREERS II

(HLTHCARRII)

5284

**Health Careers II** course content includes the competencies that prepare the student for a specific occupation within a health career cluster such as nursing assistant, dental aide, veterinary aide, medical-clerical aide, or laboratory aide. This course builds on those competencies acquired in Health Careers I and allows for more in-depth knowledge, skills, and attitudes to be developed in a specific occupation. Leadership skills developed through HOSA participation are also included. Simulated in-school laboratory experiences are also a part of this course. An extended laboratory experience may also be scheduled. The related experience is organized and planned around the activities associated with both the student's individual placement and the student's career objectives in health sciences. It is taught during the same semesters that students are receiving clinical experience. Students have the opportunity to compete in a number of HOSA competitive events at both the state and national level.

- Recommended Grade Level: 11-12
- Required Prerequisite: Health Careers I
- Recommended Prerequisite: none
- Credits: A one or two-semester course, one to three credits per semester
- Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- State Additional Pupil Count (APC) vocational funding available if taught by CTE licensed Health Sciences teacher

## WELDING TECHNOLOGY

(WELD TECH)

5776

**Welding Technology** includes classroom and laboratory experiences that develop a variety of skills detailed in American Welding Society (AWS) Entry Level Guidelines and Certifications. Areas of study include electric welding and flame and plasma cutting. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld industrial metals in four basic welding positions. Reinforcement of mathematical skills in geometry, precision measurement, and estimation will be part of the daily instruction. Understanding the principles of metallurgy, gases, and materials science is integral to this course.

- Suggested Grade Levels: 11-12
- Recommended Prerequisites: None
- A four to six credit course over two semesters. Schools on block schedules may adjust the total number of credits to meet the local standard.
- The nature of this course allows for a second year of instruction provided that content and standards address higher levels of knowledge.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course.
- State Additional Pupil Count (APC) vocational funding available if taught by appropriate Licensed Teacher <http://www.doe.in.gov/octe/pdf/CIPCrosswalk060317.pdf>
- Students may demonstrate proficiency and earn certification(s) through AWS.
- This course is a component of the Manufacturing and Processing career cluster.

## OTHER

### Media Center Assistant / Office Assistant

Selected students working as library aides or office assistant will be selected by the librarian and/or the principal/guidance counselor through an interview and application process. Aides will have the responsibilities in the daily operations of the library (i.e., circulation, processing, and maintenance of materials and equipment) and principal's office. Students will gain knowledge and experience in research skills, clerical skills, and database access. The number of students selected per semester will be limited.

- This is an elective arranged by semester.
- The student will receive no credit for this class.
- Suggested Grade Level: 12

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### Linton-Stockton High School Course Descriptions