Course Description Booklet

2021 - 2022

Mr. Jeff Bell
Clay City High School Principal

Clay Community Schools
A GREAT PLACE TO LEARN & WORK

Dear Students and Parents:

Welcome to Clay City High School! We are extremely proud of our tradition of academic excellence. The past six years have seen our school being named a "School of Character" by the I.H.S.A.A., and we are extremely proud of our Letter Grade earned in recent years from the Department of Education. The most important ingredient in all of these areas is YOU!

This bulletin has been carefully prepared for you. Please read and study it carefully. Our Guidance Department is ready to answer your questions about curriculum offerings, graduation requirements, traits required for success beyond high school, etc. They are here to help you – please let us know of any questions or concerns you may have. They (and all of our staff) will always be willing to assist you in any way, whether it be with classroom/curriculum situations or personal concerns. We also encourage all to consistently visit our website http://www.clay.k12.in.us/cchs for all types of valuable information.

Please feel welcome to speak with any of our staff members or myself if we can help in any way. Our staff is dedicated to helping our students strive to reach their potential and preparing them for life beyond high school. We encourage you to set high standards and expectations for yourself - our school has high standards and expectations. Best wishes for a successful and enjoyable 2021-2022 school year!

Sincerely,

Jeff Bell,
Principal

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PLAN OF INSTRUCTION

Clay Community Schools offers a comprehensive high school program with a curriculum designed to allow students to complete requirements for graduation as prescribed by the State Department of Education as well as prepare for entry to post-secondary institutions, vocational education, and entry-level employment skills. Students should give serious consideration to the planning of a full four-year program prior to entering grade nine. This program plan may need modification as the student progresses in his or her high school career. Specific class choices within a field of study may not be certain, but plans to take course work in that field may be determined. For example, a student may plan for enrollment in Chemistry II, but decide later that Physics is more appropriate. Students should carefully review their four-year plans each year during pre-enrollment. Graduation Plans begin in grade 6, when students will commit to completing high school. Each student in Clay Community Schools has an account with Indiana Career Explorer and plans are updated yearly.

The handbook is designed to aid incoming freshmen as well as upperclassmen in careful program planning. Statements of policies and procedures as well as the information about curricula should be studied and referred to during the pre-enrollment process. Students should preview course offerings available and those required for all four years of their high school career. All courses in this booklet are offered; however, only those courses having sufficient enrollment will be taught.

Students will participate in a seven-period day. When planning courses for any particular year, carefully note whether they are full year courses or only a semester in length. Students may not begin the second semester of a full year course unless they have completed the first semester.

It is in the best interest of students to make conscious, responsible decisions. Do not rely on luck.

TERM DEFINITION

Audit: A course that is taken for no grade or credit. Textbook rental and fees are charged as with other classes. The course will appear on the transcript as an audit.

Career Academic Sequence: Selection of electives in a deliberate manner that allows students to take full advantage of career exploration and preparation opportunities.

Career & Course Plan (Curricular Program): Systematic arrangement of all courses over the four years of high school to meet a definite objective or goal.

Credit: A term indicating that a pupil has successfully completed a class which meets one period per day, five days per week, for one semester.

Elective: A class, not required, that a student may choose to study.

Pre-enrollment: The indication by each pupil of the classes one proposes to attend for the upcoming year. Pre-enrollment occurs during the spring semester and allows the school to plan the school program for the following year.

Prerequisite: A course that must be completed with credit prior to enrollment in another course.

Required course: A class, required by the State of Indiana or the local school corporation, to be successfully completed by all students.

HIGH SCHOOL DIPLOMA – GRADUATION PATHWAY OPTIONS

With the passage of Graduation Pathways, students are now able to individualize their graduation requirements to align to their postsecondary goal. No longer must all students fit into the same academic mold, but rather, they can choose the options that best meet their postsecondary needs and aspirations. Students can create pathways that serve their educational interests and prepares them for postsecondary educational and career opportunities. Overall, this policy ensures that students are truly prepared to be successful in whatever they want to pursue after high school.

Students in the graduating class of 2023 must satisfy at least one option from each of the three boxes in order to graduate. Students graduating prior to 2023 may satisfy graduation requirements by completing the Graduation Pathways, though this option is dependent upon whether the student's school makes this opportunity available.

Graduation Requirements	Graduation Pathway Options
1) High School Diploma Students must complete the course requirements of one of the following.)	• Core 40 designation; • Academic Honors designation; • Technical Honors designation; • General designation
2) Learn and Demonstrate Employability Skills (Students must complete *at least one* of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one of the following: • **Project-Based Learning Experience;** OR • **Service-Based Learning Experience;** OR • **Work-Based Learning Experience.**
3) Postsecondary-Ready Competencies (Students must complete *at least one* of the following.)	• **Honors Designation:** Fulfill all requirements of either the Academic or Technical Honors designation; OR • **ACT:** College-ready benchmarks; OR • **SAT:** College-ready benchmarks; OR • **ASVAB:** Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR • **State-and Industry-recognized Credential or Certification;** OR • **Federally-recognized Apprenticeship;** OR • **Career-Technical Education Concentrator**: Under the previous definition of a CTE Concentrator, a student must earn a C average or higher in at least 6 high school credits in a career sequence. The updated definition is a student must earn a C average in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study. This new definition will begin with the 2023 graduating cohort (freshmen beginning in 2019-20); current high schoolers are grandfathered under the 6 credits definition. • **AP/IB/Dual Credit/Cambridge International courses or CLEP Exams**: Must earn a C average or higher in at least three courses; OR • **Locally Created Pathway** that meets the framework from and earns the approval of the State Board of Education

GENERAL 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 other 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.
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Course and Credit Requirements

English/Language Arts	8 credits in literature, composition and speech
Mathematics	4 credits (2 credits Algebra I and 2 credits any math course) *General Diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.*
Science	4 credits (2 credits Biology I, 2 credits any science course) *At least one credit must be from a Physical Science or Earth and Space Science course*
Social Studies	4 credits (2 credits US History, 1 credit US Govt., 1 credit Economics)
Physical Education	2 credits
Health and Wellness	1 credit (*There is a Family Consumer Science alternative for the health requirement. Please refer to page 38)*
Career and Technical Education Required Courses	1 credit Digital Applications and Responsibility (formerly Information Communications and Technology-ICT) 1 credit Preparing for College and Careers 1 credit Personal Financial Responsibility
Career Academic Sequence	6 credits (Selecting electives in a deliberate manner to take full Advantage of career exploration and preparation opportunities)
Flex Credit	5 credits To earn the 5 Flex Credits a student must complete one of the following: · Additional courses to extend the career-academic sequence. · Courses involving workplace learning, which may include the following courses: Career exploration internship, career planning and success skills (internship), business cooperative experiences, cooperative family and consumer sciences, industrial cooperative education, interdisciplinary cooperative education, marketing field experience. · Advanced career-technical education, college credit · Additional courses in: language arts, social studies, mathematics, science, world languages, fine arts
Electives	11 credits
Total: 48 Credits	

INDIANA CORE 40 DIPLOMAS

Subject Area	Core 40 Diploma	Core 40 with Academic Honors	Core 40 with Technical Honors
English/LA	**8 credits**	**8 credits**	**8 credits**
	Literature, Composition, Speech	Literature, Composition, Speech	Literature, Composition, Speech
Mathematics	**6 – 8 credits**	**8 credits**	**6 – 8 credits**
	Algebra I, Geometry, Algebra II, *Students must earn 6 math credits in grades 9-12 and must take a math or quantitative reasoning course each year in high school*	2 credits each in Algebra I, Geometry, Algebra II, and 2 additional Core 40 Math Credits *Students must earn 6 math credits in grades 9-12 and must take a math or quantitative reasoning course each year in high school*	Algebra I, Geometry, Algebra II, *Students must earn 6 math credits in grades 9-12 and must take a math or quantitative reasoning course each year in high school*
Science	**6 credits**	**6 credits**	**6 credits**
	2 credits Biology; 2 credits Chemistry, or Physics, or Integrated Chemistry/Physics; 2 additional credits from any Core 40 science course	2 credits Biology, 2 credits from one of the following: Integrated Chemistry/Physics, Chemistry, or Physics; and 2 more credits from any Core 40 science course.	6 credits in laboratory science from the following: 2 Biology; 2 Chemistry, or Physics, or Integrated Chemistry/Physics; 2 additional credits from any Core 40 science course
Social Studies	**6 credits**	**6 credits**	**6 credits**
	2 credits U.S. History; 1 credit U.S. Government; 1 credit Economics 2 credits World History or Geography and History of the World	2 credits U.S. History, 1 credit U.S. Government, 1 credit Economics, and 2 credits of either World History/Civilization or Geography/History of the World.	6 credits distributed as follows: 2 credits U.S. History, 1 credit U.S. Government, 1 credit Economics, and 2 credits of either World History/Civilization or Geography/History of the World.
Physical Education	**2 credits**	**2 credits**	**2 credits**
Health & Wellness	**1 credit**	**1 credit**	**1 credit**
	There is a Family Consumer Science alternative for the health requirement	*There is a Family Consumer Science alternative for the health requirement*	*There is a Family Consumer Science alternative for the health requirement*
Local Requirement	**3 credits**	**3 credits**	**3 credits**
Required Courses	1 credit Digital Applications and Responsibility (formerly Information Communications and Technology-ICT) 1 credit Preparing for College and Careers 1 credit Personal Financial Responsibility	1 credit Digital Applications and Responsibility (formerly Information Communications and Technology-ICT) 1 credit Preparing for College and Careers 1 credit Personal Financial Responsibility	1 credit Digital Applications and Responsibility (formerly Information Communications and Technology-ICT) 1 credit Preparing for College and Careers 1 credit Personal Financial Responsibility
World Language		**6-8 credits**	
		Either 6 credits in one language or 4 credits each in two different languages	
Fine Arts		**2 credits**	
		Any course in art, music, dance, or theatre arts	
Directed Electives	**5 credits**		**5 credits**
	World Languages, Fine Arts, and/or Career/Technical		World Languages, Fine Arts, and/or Career/Technical
Electives	**9-11 credits**	**8-10 credits**	**13-15 credits**
	Career academic sequence recommended	Career Academic Sequence Recommended	Career Academic Sequence Recommended
TOTAL	48 credits	52 credits	52 credits
Additional Requirements		**C or above in courses that will count toward the diploma: GPA of 3.0 or above; complete <u>*one*</u> of the following:** A) Earn 4 credits in 2 or more AP courses and take corresponding AP exams B) Earn 6 verifiable transcripted college credits in dual credit courses from priority course list C) Earn <u>*two*</u> of the following: 1.) Minimum of 3 verifiable transcripted college credits from the priority course list. **2.)** 2 credits in AP courses and corresponding AP exams. D) Earn a combined score of 1750 or higher on SAT critical reading, mathematics and writing sections and a minimum score of 530 on each E) Earn an ACT composite of 26 or higher and complete written section	**C or above in courses that will count toward the diploma: GPA of 3.0 or above; complete <u>*one*</u> of the following,** **A)** Any one option (A-E) of Core 40 w/Academic Honors **B)** Earn the following scores or higher on WorkKeys; Reading for Information-6, Applied Mathematics-6, and Locating Information-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

VALEDICTORIAN AND SALUTATORIAN

The valedictorian and the salutatorian shall be determined based on seven semesters' work and upon meeting the requirements to earn an Academic Honors Diploma. Only Students earning a Core 40 with Academic Honors will meet the requirement to be recognized as valedictorian and salutatorian.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and colleges and universities. It allows high school students to undertake college-level academic learning in AP courses, and gives them the opportunity to show that they have mastered the advanced material by taking AP exams. Students can receive credit, advanced placement, or both from thousands of colleges and universities that participate in the Advanced Placement Program.

AP courses make substantial academic demands on students. Students are required to do outside reading and other assignments and to demonstrate the analytical skills and writing abilities expected of first-year students in a strong college program. This experience helps students develop the intellectual skills and self-discipline they will need in college. For these motivated students, AP can also reduce college costs and time to obtain a degree.

Clay City High School offers Pre-AP courses in English, mathematics, science and social studies are in place in an effort to help students acquire the academic skills necessary for success in AP courses. Additionally, we offer Advanced Placement courses in Language and Composition, Literature and Composition, US History, Calculus, Statistics, Chemistry, and Physics. Please see your guidance counselor if you are interested in any of these opportunities.

COURSES WITH POTENTIAL DUAL CREDIT AVAILABILITY

A variety of courses are available for college credit through post-secondary institutions such as ISU, Ivy Tech, Vincennes University, IU, Rose-Hulman and Ball State University. Please see your guidance counselor if you are interested in any of these opportunities.

AGRICULTURAL SCIENCE AND BUSINESS	MATHEMATICS
Animal Science Agriculture Power, Structure and Technology Horticulture Science Natural Resource Agribusiness Management Plant & Soil Science Advanced Life Science, Plants and Soils (L)	Pre-Calculus Calculus Trigonometry
BUSINESS TECHNOLOGY EDUCATION	**SCIENCE**
Advanced Digital Applications and Responsibility Marketing Fundamentals Computer Science	Anatomy/Physiology Biology II
ENGINEERING TECHNOLOGY EDUCATION	**VOCATIONAL PROGRAMS**
Computers in Design and Production Introduction to Engineering Design Principles of Engineering Civil Engineering and Architecture	Automotive Services Technology, Level I and II Building Trades Technology, Level I and II Cosmetology I and II Vocational Health Careers, Level I and II Welding I and II
ENGLISH / LANGUAGE ARTS	
Language and Composition, Adv. Placement	

GENERAL INFORMATION

Parents and students in Clay Community Schools should note the following recommendations of school administrators, staff and counselors:

Vocational programs are usually two-year and possibly three-year programs. A student enrolling in these programs is expected to complete the entire program. Students will be dropped from the program only at the request of the instructor and/or counselor after a careful evaluation of the student's academic needs.

Career and Technology Education (CTE) is a course of study designed to meet the need for high school graduates to have more career and technically oriented educational backgrounds. The coursework in "Tech Prep" is application-based, or hands-on, and challenging.

Students attaining less than a C- average in a course should carefully consider proceeding to the next level in that course work. For example, a student attaining less than a C- average in Algebra II should probably not enroll in Pre-calculus. Exceptions to this statement do occur, and require thorough counseling and serious thought. Students may successfully combine academic and technological classes if there is careful planning for this option. One would expect capable students to enter challenging courses, which require academic or applied background in English, mathematics and science.

Students with a "late" start in accomplishing skills necessary for entrance into more demanding courses may make the decision to attain those skills and enroll at a later date. The prerequisite skill considerations should not be abandoned. Students with limited knowledge may obtain an education suitable for entry-level employment opportunities. Curriculum requirements may be modified to meet individual needs. All students will be placed in the most appropriate class section possible. Students and parents will be given recommendations by the teaching staff and counselor of the best possible course selections. However, the uniqueness of each student prevents certainty such a program will exactly match the student's needs. Likewise, many dedicated students can make any program a success.

Students will be best prepared if they always strive to achieve their maximum level after enrolling in a course. Even a student with an "A" average in math, and the ability to score in the 90th percentile should study for each math class in order to be prepared to continue to the next level of difficulty.

While many students may not be certain of what they want to do in the future, they may have one or several areas of interest. The wise student plans a program carefully, but at the same time, "keeps their options open."

Students participating in athletics or other time-consuming activities are reminded of the demands such opportunities place on their time and are advised that consideration of a study hall may help in class selection and scheduling.

Student athletes who may have questions regarding NCAA eligibility and appropriate course selection should consult the counselor.

Students who do not wish to earn credit for a course may choose to audit a course if space is available. Audited courses must have Guidance Director approval. Audit students become a part of the regular class roster for a course, and all course requirements must be completed. The student's transcript will reflect the course taken, but no grade will be given nor will the student receive credit toward graduation.

EARLY GRADUATION

The School Board acknowledges that some students are pursuing educational goals which include graduation from high school at an earlier date than their designated class.

Application for early graduation shall be in accordance with State regulations. The principal may honor this request if all conditions for graduation are met and the student fulfills the graduation requirements.

The student may participate in the graduation ceremonies with his/her designated class.

A student qualifying for early graduation by the end of grade eleven (11) is eligible for a state early graduation scholarship subject to the provisions of Indiana statutes. Any student requesting an early graduation may obtain information regarding the scholarship from **the building principal**.

Legal
I.C. 21-12-10

CHANGES IN PRE-ENROLLED CLASS SELECTIONS

The course offerings are based upon student requests during pre-enrollment. Therefore, it is necessary for students to determine their class choices with commitment to completion of those classes. THERE WILL BE NO SCHEDULE CHANGES TO ACCOMMODATE A STUDENT'S CHOICE OF INSTRUCTOR. Arrangement of a student's classes within the school day may be changed by the guidance department to obtain balanced class sizes. When analyzing pre-enrollment forms, alternate classes will be used if: (l) an original class choice is not available due to insufficient enrollment; (2) the student has selected two classes which are offered only once in the school day and both are offered in the same time period; or (3) no seats are available due to the number of requests.

ADDING AND DROPPING COURSES

Any changes in class schedules will be strongly discouraged. Students will NOT be permitted to switch credit generating classes after the last day of the school year in which they registered for next year's courses. Students who have a pre-enrolled study hall or who want to enroll in a more academically challenging course may make a request to add a class within the first ten school days of a semester if there is seat availability in the requested class. Students may not drop a class unless he/she is failing or has the teacher's recommendation. Students who request to drop a course must do so within the first ten school days of a semester and maintain the proper number of credits generating classes in their program of study. Any class dropped after ten days into a semester will result in a W/F (withdrawal/failure) recorded on the permanent record. The W/F is counted as an "F" in computing grade-point average and in determining extra-curricular eligibility.

CORRESPONDENCE CREDIT

A student desiring to complete coursework by correspondence should give this choice careful thought and discuss this option with a counselor. The high school guidance director must give prior written approval for the acceptance of correspondence credit toward graduation requirements. A maximum of twelve credits from a state accredited school taken through correspondence/evening school may be applied toward graduation.

A student may be enrolled in a maximum of 8 credit generating classes at any given time unless approval is received from the Guidance Director. Application for a waiver of this rule will only be considered after completion of the seventh semester. It is recommended that students enroll in no more than two correspondence classes at a given time. Likewise, it is recommended that a correspondence credit be completed during one high school semester. Therefore, if a student enrolls in a correspondence class in October, every attempt should be made to complete that course by the end of the first semester.

Students will not be permitted to take a required course by correspondence unless prior approval is granted by the counselor. They must have previously failed the course or it was unavailable.

APEX

APEX is a high school on-line courseware system that is used by students for remediation, test preparation, or to gain high school credit prior to graduation. Students work individually on the computers but can be assisted as needed by certified teachers, instructional assistants, and student tutors. A course fee will be charged for enrollment in each APEX course.

Students interested in taking APEX courses should contact their guidance counselor for more information.

PREREQUISITES

As you plan and review courses for scheduling, please note any required prerequisites identified above the explanation of the course in the course description. For example, requirements include successful completion of at least one semester of English 9 for English 10 and at least three semesters of English for English 11. Successful completion of at least 5 semesters of English for English 12 classes is recommended.

RETAKING COURSES

If seating in the classroom is available, a student may petition through his/her counselor for the opportunity to repeat any coursework in which the student has earned a semester grade of "C-"or less and have placed on the permanent transcript the higher grade earned. In addition, for classes taken in Jr. High School for High School credit, if seating in the classroom is available, a parent/legal guardian may petition through the student's counselor for the opportunity to repeat any coursework in which the student has earned a semester grade of "C-"or higher and have placed on the permanent transcript the higher grade earned, so long as the class in taken in consecutive years (i.e. 8th grade year and 9th grade year). The lower grade will be expunged from the record. Additional credit will not be accumulated through this process. A student who has received a grade of "F" in a required course must repeat that course and the "F" grade will be expunged when a higher grade is earned.

TRANSFER STUDENTS - ENROLLMENT

Students transferring to Clay Community Schools are to obtain permission for admission from the principal. Class selection, health forms, and other tasks are to be completed by the guidance department. Students removed for disciplinary reasons from another high school will be denied admission to Clay Community Schools during the semester in which the disciplinary action occurred.

TRANSFER STUDENTS - CREDITS

Clay Community Schools will evaluate and accept credits of students transferring based on the following policy:

1. If the transferring student attended a school approved/accredited by that particular state's department of public instruction, coursework will be accepted at face value if those courses are approved curriculum offerings.

2. If the transferring student attended a school not approved/accredited by that particular state's department of public instruction, coursework will not be accepted at face value. Clay Community Schools will evaluate such classwork and determine placement of the student.

PERMANENT RECORD MAINTENANCE

Each student shall have a copy of his coursework permanent record maintained by the guidance department. That record shall indicate all courses in which the student was enrolled as of five days following the beginning of each semester. All withdrawals will be recorded on the record.

Students expelled during a semester will have the notation "withdrawn" placed in the area for grades during the semester in which the expulsion occurs. The guidance secretary will maintain permanent records as directed by the Director of Guidance. Copies of records will be released accordingly through the Family Rights and Privacy Acts.

AGRICULTURAL SCIENCE AND BUSINESS

Introduction to Agriculture, Food, and Natural Resources

Grade Level**:** 8-12 Course # 5056 Length: Full Year Credits: Two 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 Prerequisite: None	*Introduction to Agriculture, Food and Natural Resources* is a two-semester course that is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure, and technology, careers in agriculture, leadership, and supervised agricultural experience. An activity and project-based approach is used along with team building to enhance the effectiveness of the student learning activities related to human development and wellness.

Agriculture Power, Structure and Technology

Grade Level: 10-12 Course #: 5088 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40 with Academic Honors, Core 40 with Technical Honors Dual Credit Availability Prerequisite: Recommended Introduction to Agriculture, Food, and Natural Resources	*Agriculture Power, Structure and Technology* is a two semester, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural equipment in concert with the utilization of technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience, and career opportunities in the area of agriculture power, structure, and technology.

Horticulture Science

Grade Level: 10-12 Course #: 5132 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40 with Academic Honors, Core 40 with Technical Honors Dual Credit Availability Prerequisite: Recommended Introduction to Agriculture, Food, and Natural Resources	*Horticulture Science* is a two-semester course 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 horticultural plants and 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 including extensive laboratory work usually in a school greenhouse.
Fulfills a Life Science or Physical Science requirement for the General Diploma	

Food Science

Grade Level: 10-12 Course #: 5102 Length: Full Year Credits: Two 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 Prerequisite: Recommended Introduction to Agriculture, Food, and Natural Resources	*Food Science* is a two-semester course that provides students with an overview of food science and its importance. Introduction to principles of food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry help students understand the role that food science plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized along with laboratory, team building, and problem-solving activities to enhance student learning.
Fulfills a Life Science or Physical Science requirement for the General Diploma	

Natural Resources

Grade Level: 10-12 Course #: 5180 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Dual Credit Availability Prerequisite: None	*Natural Resources* is a two-semester course that provides students with a background in natural resources. Hands-on learning activities encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife, safety, careers, leadership, and supervised agricultural experience programs.
Fulfills a Science requirement for all diplomas	

Agribusiness Management

Grade Level: 10-12 Course #: 5002 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40 with Academic Honors, Core 40 with Technical Honors Dual Credit Availability Prerequisite: Recommended Introduction to Agriculture, Food, and Natural Resources	*Agribusiness Management* provides foundation concepts in agricultural business. It is a two-semester course that introduces students to the principles of business organization and management from a local and global perspective, with the utilization of technology. Concepts covered in the course include; food and fiber, forms of business, finance, marketing, management, sales, careers, leadership development, and supervised agriculture experience programs.
Qualifies as a quantitative reasoning course	

Animal Science

Grade Level: 10-12 Course #: 5008 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: Recommended Introduction to Agriculture, Food, and Natural Resources	*Animal Science* is a two-semester program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction; nutrition, careers in animal science, common diseases and parasites, social and political issues related to the industry, and management practices for the care and maintenance of animals.
Fulfills a Science requirement for all diplomas	

Landscape Management 1

Grade Level: 9-12 Course #: 5136 Length: 1 Semester Credit(s): One 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 Prerequisite: None	*Landscape Management* is a one semester course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers.
Qualifies as a quantitative reasoning course	

Plant and Soil Science

Grade Level: 10-12 Course #: 5170 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: Recommended Introduction to Agriculture, Food and Natural Resources	*Plant and Soil Science* is a two-semester 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, diseases and pests of 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, cropping systems, precision agriculture, principles and benefits of global positioning systems, harvesting, and career opportunities in the field of plant and soil science.
Fulfills a Science requirement for all diplomas	

Advanced Life Science, Plants and Soils (L)

Grade Level: 11-12 Course #: 5074 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Dual Credit Availability Prerequisite: Recommend Introduction to Agriculture, Food, and Natural Resources; Plant and Soil Science; Chemistry and Biology	*Advanced Life Science: Plants and Soils* is a two-semester course that provides students with opportunities to participate in a variety of activities which includes laboratory work. Students study concepts, principles, and theories associated with plants and soils. Students recognize how plants are classified, grown, function, and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratory and fieldwork, how plants function and the influence of soil in plant life.
Fulfills a Core 40 Science requirement for all diplomas	

ART

Introduction to Two-Dimensional Art

Grade Level: 9-12 Course #: 4000 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: None	*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.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Advanced Two-Dimensional Art I

Grade Level: 9-12 Course #: 4004A Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: Introduction to Two-Dimensional 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.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Advanced Two-Dimensional Art II

Grade Level: 10-12 Course #: 4004B Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: Advanced Two-Dimensional Art I	*Advanced Two-Dimensional Art II* 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.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Advanced Two-Dimensional Art III

Grade Level: 11-12 Course #: 4004C Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: Advanced Two-Dimensional Art II	*Advanced Two-Dimensional Art III* 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.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Advanced Two-Dimensional Art IV

Grade Level: 11-12 Course #: 4004D Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: Advanced Two-Dimensional Art III	*Advanced Two-Dimensional Art IV* 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.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Advanced Two-Dimensional Art V

Grade Level: 11-12 Course #: 4004E Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: Advanced Two-Dimensional Art IV	Students taking *Advanced Two-Dimensional Art V* engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production, and lead to the creation of portfolio quality works. Students will examine their previous artwork and determine areas of strength and weakness in an effort to focus upon areas in need of development for the completion of their portfolio. Students will respond to their personal questions about the nature of art and their own ideas and definitions in relation to the art community in general. Students will continue to explore ways to communicate ideas through their own artwork. Drawing skills will be developed as an important part of the designing process and each student will keep a personal sketch book.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Introduction to Three-Dimensional Art

Grade Level: 9-12 Course #: 4002 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: Introduction to Two-Dimensional 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.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Ceramics I

Grade Level: 9-12 Course #: 4040A Length: 1 Semester Credit(s): One Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*Ceramics I* 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, 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.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Ceramics II

Grade Level: 9-12 Course #: 4040B Length: 1 Semester Credit(s): One Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: Ceramics I	*Ceramics II* 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.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Ceramics III

Grade Level: 10-12 Course #: 4040C Length: 1 Semester Credit(s): One Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: Ceramics II	*Ceramics III* 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.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Ceramics IV

Grade Level: 10-12 Course #: 4040D Length: 1 Semester Credit(s): One Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: Ceramics III and teacher recommendation	*Ceramics IV* 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.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Visual Communication

Grade Level: 9-12 Course #: 4086 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: None	*Visual Communication* is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. 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.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Digital Design

Grade Level: 9-12 Course #: 4082 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: Visual Communication	*Digital Design* is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multi-media, digitized imagery, computer animation, and web design. 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.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Fiber Arts I

Grade Level: 9-12 Course #: 4046A Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: None	*Fiber Arts I* 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 off-loom 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.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Fiber Arts II

Grade Level: 9-12 Course #: 4046B Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: Fiber Arts I	*Fiber Arts II* 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 off-loom 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.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Fiber Arts III

Grade Level: 10-12 Course #: 4046C Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: Fiber Arts I & II	Students taking *Fiber Arts III* engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students will continue to create and explore two and three-dimensional fiber and textile construction, such as weaving, dyeing, batik, basketry, felting, paper-making and quilting. Students will build on the knowledge and concepts learned in Fiber Arts I and II and complete further study in weave structures, color study, textile processes, and fiber forms. Students will continue to learn how the art elements and principals apply to the construction of textile forms, and will expand their study and appreciation of fibers from many cultures and time periods.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Fiber Arts IV

Grade Level: 10-12 Course #: 4046D Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: Fiber Arts I, II, & III	Students taking *Fiber Arts IV* engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students will continue to create and explore two and three-dimensional fiber and textile construction, such as weaving, dyeing, batik, basketry, felting, paper-making and quilting. Students will build on the knowledge and concepts learned in previous Fiber Arts courses, and complete further study in weave structures, color study, textile processes, and fiber forms. Students will continue to learn how the art elements and principals apply to the construction of textile forms, and will expand their study and appreciation of fibers from many cultures and time periods. A requirement of this semester will be to design and create a body of fiber work to pursue excellence in one particular avenue (weaving, basketry, textile dyeing processes, mixed media) while developing a theme of the student's choice. The body of work will be documented and exhibited at the end of the semester.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Fiber Arts V

Grade Level: 11-12 Course #: 4046E Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: Fiber Arts I-IV	Students taking *Fiber Arts V* build on previous sequential learning experiences which encompass art history, art criticism, aesthetics, and production. Students will research and explore fiber processes, techniques and artifacts from many cultures, and will investigate how the art elements and principles apply to the construction of textile forms. An in-depth study of selected processes, in appropriate cultural and historical contexts, will form the basis of student inquiry. Each student will then focus on a particular course of study, which may include weaving, dyeing, basketry, and quilting, or other fiber arts as chosen. Students will build on the knowledge, experiences and concepts learned in the previous Fiber Arts courses, and will produce a body of work representative of their area of study. This work will be documented and exhibited at the end of the semester.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Fiber Arts VI

Grade Level: 11-12 Course #: 4046F Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: Fiber Arts I-V	Students taking *Fiber Arts VI* will culminate their learning journey in Fiber Arts by synthesizing experiences which encompass art history, art criticism, aesthetics, and production into a representative artistic statement. Each student will compile a portfolio of their work/research from previous Fiber Arts courses, and augment this documentation in a multimedia presentation. During this semester, students will summarize their research and exploration of fiber processes, techniques and artifacts from many cultures, and will continue to research and explore fiber processes, techniques and artifacts from many cultures, and will continue to demonstrate their mastery of the art elements and principles as applied to the construction of textile forms. An in-depth study of selected processes, in appropriate cultural and historical contexts, will continue to form the basis of student inquiry. Each student will focus on a particular course of study, which may include weaving, dyeing, basketry, and quilting, or other fiber arts as chosen. Students will be building on the knowledge, experiences, and concepts learned in the previous Fiber Arts courses, to produce a unique body of work representative of their area of study.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

BUSINESS TECHNOLOGY EDUCATION

Accounting Fundamentals

Grade Level: 10-12 Course #: 4524 Length: Full year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: None	*Introduction to Accounting* is a beginning level business finance course that introduces principles and procedures for proprietorships, partnerships, and corporations using double-entry accounting with emphasis on accounting principles as they relate to manual financial systems. This course will involve the recording of business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making. Instructional strategies may include the use of projects, simulations, and real-world experiences to apply accounting theories and principles.

Introduction to Business

Grade Level: 9-12 Course #: 4518 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: None	*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 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.

Personal Financial Responsibility

Grade Level: 9-12 Course #: 4540 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: None	This course addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving, and investing; understanding banking, budgeting, record-keeping and management risk, insurance and credit card dept. 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.
***Required for graduation** *Qualifies as a quantitative reasoning course*	

Business Law and Ethics

Grade Level: 10-12 Course #: 4560 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: None	*Business Law and Ethics* provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem solving methods and situation analyses.

Business Math

Grade Level: 10-12 Course #: 4512 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: None	*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 area. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies will include simulations, guest speakers, Internet research, and business experiences. *This course may fulfill up to two credits of the minimum mathematics requirement for graduation. **This course does not fulfill part of the mathematics requirement for a Core 40 or Academic Honors Diploma.
Fulfills a Mathematics requirement for the General Diploma only *Qualifies as a quantitative reasoning course*	

Digital Applications and Responsibility

Grade Level: 9-12 Course #: 4528B Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: None	*Digital Applications and Responsibility* prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students will learn what it means to be a good digital citizen and how to use technology, including social media responsibility. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.
Required for graduation	

Advanced Digital Applications and Responsibility

Grade Level: 9-12 Course #: 6022 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Dual Credit Availability Prerequisite: *Digital Application and Responsibility*	*Advanced Digital Applications and Responsibility* prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students will learn what it means to be a good digital citizen and how to use technology, including social media responsibility. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.

Computer Science I

Grade level: 10-12 Course #: 4801 Length: 2 semesters Credit(s): 1 credit per semester, 2 credits maximum Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Dual Credit Availability Prerequisite: None	*Computer Science I* introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.
Fulfills a science requirement for all diplomas	
Qualifies as a quantitative reasoning course	

Marketing Fundamentals

Grade Level: 11-12 Course #: 5914 Length: 1 or 2 Semesters Credits: 1 per semester, maximum of 2 semesters, maximum of 2 credits Diploma: Counts as a Directed Elective or Elective for the General, Core 40 with Academic Honors and Core 40 with Technical Honors Dual Credit Availability Prerequisite: None	*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.

Strategic Marketing

Grade Level: 10-12 Course #: 5918 Length: Full year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: Principles of Business Management or Marketing Fundamentals	*Strategic Marketing* builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology and economics. The relationship between consumer behavior and marketing activities are reviewed.

ICE (Interdisciplinary Cooperative Education)

Grade Level: 12 Course #: 5902A Length: Full year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40 with Academic Honors and Core 40 with Technical Honors Senior level by application Prerequisite: None	*Interdisciplinary Cooperative Education (ICE)* spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed.

Business Cooperative Experiences (Related Instruction/On-The-Job-Training)

Grade Level: 12 Course #: 5260 Length: Full year Credit(s): Four Diploma: Counts as a Directed Elective or Elective for the General, Core 40 with Academic Honors and Core 40 with Technical Honors Prerequisite: None	An opportunity to be employed in a marketing related occupation to apply attitudes, skills, and knowledge from school work. Students participating in those structured experiences will follow class, state, and federal guidelines. Students will be paid in accordance to all state and federal laws pertaining to employment. Students participating in a cooperative work experience must be concurrently enrolled in ICE (Interdisciplinary Cooperative Education). This experience will consist of at least one semester with two credits earned per semester.

Introduction to Communications

Grade Level: 9-12 Course #: 4790 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: None	*Introduction to Communication* is a course that specializes in identifying and using modern communication to exchange messages and information. This course explores the application of the tools materials, and techniques used to design, produce, use, and access systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Using the base knowledge students will use the design process to solve design projects in each communication area.

Introduction to Construction

Grade Level: 9-12 Course #: 4792 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: None	*Introduction to Construction* is a course that will offer hands-on activities and real - world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The students will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

Introduction to Design Processes

Grade Level: 9-12 Course #: 4794 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: None	*Introduction to Design Processes* is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, testing, communicating, and presenting post-evaluation of products. Students use the design process to analyze research, develop ideas, and produce products solutions. This process gives a framework through which they design, manufacture, test and present their ideas. Students will demonstrate and utilize design principles and elements for visual presentation. Designing aspects will also cover aesthetics, ergonomics, the environment, safety, and production. The design process is a core-learning tool for many courses enabling the student to solve problems in a systematic, logical and creative manner. Students develop a good understanding of the way the process helps them think creatively and developing aesthetic ideas. The design process encourages the students to engage in higher level thinking to create solutions for many problems.

Robotics Design and Innovation

Grade level: 9-12 Course #: 4728 Length: 1 or 2 semesters Credit(s): 1 credit per semester, 2 credits maximum Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: None	*Robotics Design and Innovation* allows students to design, program, and test innovative technological designs related to robotic systems. Topics involve mechanics, pneumatics, control technologies, computer fundamentals, and programmable control technologies. Student design, build, and optimize robots to perform a variety of predesignated tasks. Individuals or small teams may choose to participate in organized robotic competitions or develop their own events during the course. Students will investigate all aspects of the industries related to robotics design and innovation and explore collegiate programs of study.

Computers in Design and Production

Grade Level: 10-12 Course #: 4800 Length: Full year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Dual Credit Availability Prerequisite: Recommends Introduction to Engineering Design or Introduction to Design Process	*Computers in Design and Production* is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills for architecture career pathways. Course content addresses major technological content related to topics such as: Architectural drawing and print design, design documentation using CAD systems; assignments involving the interface of CAD; and 3-D modeling of products or structures.

Introduction to Engineering Design

Grade Level: 9-12 Course #: 4802 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Dual Credit Availability Prerequisite: None	*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 2D and 3D drawing techniques using Computer Aided Design (CAD) This course may be available for dual credit opportunities with post-secondary institutions.

Principles of Engineering

Grade Level: 10-12 Course #: 5644 Length: 2 Semesters Credit(s): Maximum of Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Dual Credit Availability Prerequisite: Introduction to Engineering Design	*Principles of Engineering* (PRNC ENG) is a course that focuses of the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems.
Fulfills a Science course requirement for all diplomas	
Qualifies as a quantitative reasoning course	

Civil Engineering and Architecture

Grade Level: 11-12 Course #: 5650 Length: 2 Semesters Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Dual Credit Availability Required Prerequisite: Introduction to Engineering Design and Principles of Engineering	*Civil Engineering and Architecture* (CIVIL ENG) Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design. NOTE: This course aligns with Ivy Tech DESN 105 “Architectural Design” for 3 dual credits.
Qualifies as a Quantitative Reasoning course	

Introduction to Manufacturing

Grade Level: 9-12 Course #: 4784 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: None	*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 material such as: metallic, polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study material processes such as: casting and molding; forming; separating; conditioning; finishing; and assembling.

Introduction to Advanced Manufacturing and Logistics

Grade Level: 9-12 Course #: 4796 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: Recommended Introduction to Manufacturing	*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: metallic; 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, MSD'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.

Advanced Manufacturing I

Grade Level: 11-12 Course #: 5608 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40 with Academic Honors and Core 40 with Technical Honors Prerequisite: Introduction to Advanced Manufacturing	*Advanced Manufacturing I* is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology / Software Controls and Manufacturing Trends. Industrial Technology and Software Controls covers wiring and schematic diagrams used to design, install, and repair electrical/electronic equipment. Course content will include basic theories of electricity, electronics, digital technology, and basic circuit analysis. Manufacturing Trends covers basic concepts in manufacturing operations and plant floor layout in the production environment. Applications of Computer Numerical Control (CNC), and lathe and turning operations are developed as a foundation for machining operations. Coordinate system concepts are introduced as relevant to machining processes, as well as fluid and mechanical power, welding, and lean manufacturing. Fluid power concepts will include hydraulic components and circuits, laws and principles, fluid power controllers, and the construction of systems. In the mechanical power portion of the course, students will learn about machine specifications, basic forces, friction, simple machines, motors, and motor controls. Students will also be introduced to lean manufacturing.

Introduction to Transportation

Grade Level: 9-12 Course #: 4798 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Prerequisite: None	*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.

ENGLISH / LANGUAGE ARTS

English Basic Skills

Grade Level: 9-12 Course #: 0500E Length: 1 Semester Credit(s): One Diploma: Counts as an elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	This course is designed to assist those students who have failed the English/Language Arts End of Course Assessment. This course would reinforce those skills already covered in the English classroom by using different formats. Successfully completing *English Basic Skills* would count as one of the steps if a student finds it necessary to ask the State for a waiver. This course would receive one credit per semester, but the credit would not count toward the English requirements for a high school diploma. If a student does not pass the retesting of the English/Language Arts End of Course Assessment, this course or some other approved remediation course may be taken for credit again to satisfy the guidelines for a waiver.

Language Arts Lab A

Grade Level: 9-12 Course #: 1010A Length: 1 or 2 Semesters Credit(s): One or two credits Diploma: Counts as an elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Dependent on level of English.	*Language Arts Lab A* provides an opportunity for individualized instruction designed to help students who are struggling in English with additional remediation. Although a student may take language arts labs more than two semesters, only two elective credits may be earned for Language Arts Lab A. *This course does not meet English credit requirements for graduation.
***This course does not meet English credit requirements for graduation.**	

Language Arts Lab B

Grade Level: 9-12 Course #: 1010B Length: 1 or 2 Semesters Credit(s): One or two credits Diploma: Counts as an elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Dependent on level of English.	*Language Arts Lab B* provides an opportunity for individualized instruction designed to help students who are struggling in English with additional remediation. Although a student may take language arts labs more than two semesters, only two elective credits may be earned for Language Arts Lab B. *This course does not meet English credit requirements for graduation.
***This course does not meet English credit requirements for graduation.**	

English 9

Grade Level: 9 Course #: 1002 Length: Full Year Credit(s): Two Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: None	Through integrated study of language, literature, writing, and oral communication, *English 9* develops students' use of language as a tool for learning and thinking and as a source of pleasure. Literature includes the study of a variety of genres and frequent opportunities for students to respond critically, reflectively, and imaginatively to a range of reading materials. Composition provides students with the opportunity to write for different purposes and audiences, using a variety of forms of expressive, informative, and persuasive writing. Formal grammar, usage, spelling and language mechanics are integrated into the study of writing so that students gain a functional understanding of the English language. Oral communication instruction provides students with opportunities to continue to develop and use effective listening and speaking techniques.
Fulfills an English/Language Arts requirement for all diplomas	

English 9, Pre-AP

Grade Level: 9 Course #: 1002T Length: Full Year Credit(s): Two Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: None	Through integrated study of language, literature, writing, and oral communication, this course contains the same requirements as the Freshman *English 9* course; however, it demands more research and writing as well as an increased use of reasoning and critical thinking skills. The accelerated class promotes learning at a more rapid pace with a more in-depth study of the material. Creativity is combined with knowledge to develop student projects. Students should take this course in preparation for Advanced Placement courses.
Fulfills an English/Language Arts requirement for all diplomas	

English 10

Grade Level: 10 Course #: 1004 Length: Full Year Credit(s): Two Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: Successful completion of at least 1 semester of English 9	*English 10* further develops students' use of language as a tool for learning and thinking and as a source of pleasure through integrated study of language, literature, composition, and oral communication. Language study continues to develop students' sophistication at adapting language to different audiences, purposes, and situations, and using language as a tool for thinking, learning, and communicating in both academic and non-academic situations. Through study of literature, students continue to develop an understanding of literary concepts and conventions that will help them make independent critical evaluations of literary works. Composition provides students with continuing opportunities to write for different purposes and audiences, using a variety of forms of expressive, informative, and persuasive writing. Instruction in all aspects of the writing process is given including prewriting, drafting, peer sharing, revising, and editing. Formal grammar, usage, spelling, and language mechanics are integrated into the study of writing so that students gain a functional understanding of the English language. Speech provides the study of and practice in the basic principles and techniques of effective oral communication. The course should include instruction in adapting speech to different audiences and purposes. Students will have opportunities to present different types of oral presentations, such as viewpoint, instructional, demonstration, informative, persuasive, and impromptu.
Fulfills an English/Language Arts requirement for all diplomas	

English 10, Pre-AP

Grade Level: 10 Course #: 1004T Length: Full Year Credit(s): Two Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: Successful completion of English 9, Pre-AP or teacher recommendation	This course further develops students' use of language as a tool for learning and thinking and as a source of pleasure through integrated study of language, literature, composition and oral communication. Language study continues to develop students' sophistication at adapting language to different audiences, purposes and situations. Through the study of literature, students continue to develop an understanding of literary concepts and conventions that will help them make independent critical evaluation of literary works. Composition provides students with continuing opportunities to write for different purposes and audiences, using a variety of writing forms. Instruction in all aspects of the writing process is given, including prewriting, drafting, peer sharing, revision, and editing. Speech provides the study of and practice in the basic principles and techniques of effective oral communications, and students in this course will have opportunities to present different types of oral presentations, such as viewpoint, instructional, demonstration, informative, persuasive, and impromptu. This class will include an accelerated coverage of materials and an in-depth study of several literary works. Classroom strategies will include the use of research skills and methods, integration of higher-level thinking skills and use of student products. Students should take this class in preparation for Advanced Placement classes.
Fulfills an English/Language Arts requirement for all diplomas	

English 11

Grade Level: 11 Course #: 1006 Length: Full year Credit(s): Two Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: Successful completion of at least 3 semesters of English	*English 11* continues to reinforce students' use of language as a powerful tool for learning and thinking and as a source of pleasure through integrated study of language, literature, composition, and oral communication. Language study continues to develop students' sophistication at adapting language to different audiences, purposes and situations, and using language as a tool for thinking, learning, and communicating in both academic and nonacademic situations. Through study of literature, students should continue to develop an understanding of literacy concepts and conventions that will help them make independent critical evaluations of literary works. Formal grammar, usage, spelling, and language mechanics are integrated into the study of writing so that students gain a functional understanding of the English language.
Fulfills an English/Language Arts requirement for all diplomas	

Literature and Composition, Advanced Placement

Grade Level: 11 Course #: 1058 Length: Full year Credit(s): Two Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: Pre-AP English 9-10	*English Literature and Composition*, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. This course work is rigorous, and students and parents should plan accordingly. Additionally, summer reading or writing may be part of the curriculum.
Fulfills an English/Language Arts requirement for all diplomas	

English 12

Grade Level: 12 Course #: 1008 Length: Full year Credit(s): Two Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: Recommended successful completion of at least 5 semesters of English or with approval of administration.	As the culmination of the student's high school English instruction, *English 12* prepares students to meet the language demands of post-secondary experiences, whether those be in higher education or the world of work. English 12 continues to refine students' use of language as a tool for learning and thinking and as a source of pleasure through integrated study of language, literature, composition, and oral communication. Literature continues to be a focal point of the twelfth-grade English curriculum. Critical reading and interpretative skills will also be sharpened, preparing students for informed citizenship in a democratic society. Composition continues to provide students with opportunities to write for different purposes and audiences, using a process that includes prewriting, drafting, peer sharing, revising, editing, and publishing. Formal grammar, usage, spelling, and language mechanics will be integrated into the study of writing so that students gain a functional understanding of the English language.
Fulfills an English/Language Arts requirement for all diplomas	

Language and Composition, Advanced Placement

Grade Level: 12 Course #: 1056 Length: Full year Credit(s): Two Diploma: General, Core 40, Academic Honors, Technical Honors Dual Credit Availability Prerequisite: Recommended successful completion of six semesters of English.	*English Language and Composition, Advanced Placement* follows the College Board Entrance Examination guidelines for advanced placement English. This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and theoretical contexts, and guides students to become skilled writers who compose for a variety of purposes. Both their writing and reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Writing assignments will be frequent, including weekly in-class essays and periodic research papers. Students will be expected to read challenging texts for summer reading or at home as well as in the classroom. Students also will be expected to participate fully in class discussion, create presentations, and make use of technological resources both in researching and in producing their papers. The fast pace and challenging curriculum of the class are intended to prepare students for the AP English exam through which they may earn six college credits in English.
Fulfills an English/Language Arts requirement for all diplomas	

English Literature 12

Grade Level: 12 Course #: 1030 Length: 1 Semester Credit(s): One Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: Recommended successful completion of at least 5 semesters of English or with approval of administration.	*English Literature* (British Literature) provides a survey of representative literature produced by British authors, including those in the British Isles as well as those in colonies and former British colonies. The course includes study of major British authors of various historical periods, literary movements, and intellectual trends. The course also provides an examination of the contributions of British authors to specific literary genres such as poetry, drama, the essay, and the novel. Students will participate in speech and composition activities pertaining to British Literature. If this course is taken to fulfill the English/Language Arts requirements for grade 11 and/or 12, it is highly recommended that students combine this course with a composition course that may be taken before, concurrently, or after this course.
Fulfills an English/Language Arts requirement for all diplomas	

Composition

Grade Level: 12 Course #: 1090 Length: 1 Semester Credit(s): One Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: Recommended successful completion of at least 4 semesters of English or with approval of administration.	This course provides students an opportunity to learn to write by writing. The course provides students with frequent opportunities to write for different audiences and purposes, using a process that includes prewriting, drafting, peer sharing, revising, editing, and producing a final product. Strategies for evaluating and responding to the writing of others literature and speech are included. Instruction in grammar, usage, and mechanics are integrated with writing so that students develop a functional understanding of language and a common vocabulary for discussing writing. Students will make use of technological resources both in researching and in producing their papers. A research paper is required for the course. If this course is taken to fulfill the English/Language Arts requirements for grade 11 and/or 12, it is highly recommended that students combine this course with a literature course that may be taken before, concurrently, or after this course.
Fulfills an English/Language Arts requirement for all diplomas	

Creative Writing

Grade Level: 11-12 Course #: 1092 Length: 1 Semester Credit(s): One Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: Recommended successful completion of at least 4 semesters of English or with approval of administration.	This course allows students to use their imaginative and observational skills in producing original products such as short stories, skits, songs, children's stories, poetry and novelettes. Students will become familiar with standard literacy elements in their own writing. Speech and composition study will be integrated with grammar, usage, spelling, and language mechanics. By working through the writing process, students will have the opportunity to understand the steps necessary in producing literary works. Students will be encouraged to seek publication of their finished documents. Use of computers will be an important aspect of this class. Representative models of literary excellence will also be studied. If this course is taken to fulfill grades 11 and/or 12 English/Language Arts graduation requirements, it is highly recommended that students combine this course with a literature course that may be taken before, concurrently, or after this course.
Fulfills an English/Language Arts requirement for all diplomas	

Etymology

Grade Level: 10-12 Course #: 1060 Length: 1 Semester Credit(s): One Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: Recommended successful completion of previous English classes.	This course encourages students to become curious about the English language and should enable students to increase vocabularies preparing them to perform well on the PSAT, and the SAT and other standardized tests. *Etymology* provides instruction in the derivation of English words and word families from their Latin and Greek origins. Pure root etymology deals with the exact origin of the word. Folk etymology is the study of how words have changed due to connotative and denotative associations, euphemisms, cliché's, idioms, etc. This course will look at other foreign origins as they pertain to loanwords from those countries. Students will study both areas of etymology, including prefixes, roots, suffixes, and reasons for language change. The study of word history and semantics will be incorporated through an analysis of some literary texts. If this course is taken to fulfill the English/Language Arts requirements for grade 11 and/or 12. NOTE: It is highly recommended that students combine this course with a literature or composition course that may be taken before, concurrently, or after this course.
Fulfills an English/Language Arts requirement for all diplomas	

Journalism I-1&2

Grade Level: 10-12 Course #: 1080A & 1080B Length: Full Year Credit(s): Two Diploma: Counts as an elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	This course provides the study of practice in gathering and analyzing information, interviewing, and note taking for the purpose of writing, editing, and publishing for print, including student publications. The course should include instruction and practice in effective journalistic writing forms and techniques, as well as layout, design, and typography. Representative examples of amateur and professional journalism may be studied. The concept of responsible journalism will be discussed. Students will develop layouts for the yearbook and newspaper. This course is a prerequisite for Student Publications (Yearbook). The elements of photography will also be studied with students spending time learning parts of the camera, the techniques of picture-taking, actual hands-on photography, developing and printing pictures. Desktop publishing will be included in the year-long course. Students will focus their attention on the computers with emphasis on learning the computer, transferring layout and design elements to the actual disk submission format of the computer. (This course will not satisfy any of the eight semesters of required English.)
Fulfills an English/Language Arts requirement for all diplomas	

Speech

Grade Level: 11-12 Course #: 1076 Length: 1 Semester Credit(s): One Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: Recommended successful completion of at least 4 semesters of English or with approval of administration.	*Speech*, a course based on Indiana's Academic Standards for English/Language Arts and the common Core State Standards for English/Language Arts Standards, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing. When taken at the freshman or sophomore level, this course will NOT fulfill one of the English/Language Arts requirements. NOTE: Students are strongly encouraged to combine this course with a literature or composition course when taking it on the junior/senior level.
Fulfills an English/Language Arts requirement for all diplomas	

Student Media: Yearbook I

Grade Level: 11-12 Course #: 1086A Length: Full Year Credit(s): Two Diploma: Counts as an elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Journalism I	*Student Media: Yearbook I*, a course based on the High School Journalism Standards and the student Media Standards, is the continuation of the study of Journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers, yearbooks, and a variety of other 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 media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.
This course will not satisfy any of the eight semesters of required English.	
Fulfills the Fine Arts requirement for the Core 40 with Academic Honors	

Student Media: Yearbook II

Grade Level: 12 Course #: 1086B Length: Full Year Credit(s): Two Diploma: Counts as an elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Student Media I	*Student Media: Yearbook II* students will write more intensive copy, headlines and caption; make detailed layouts; plus do photography assignments. Editing decisions regarding theme, book design, typography style, design style, and finance may be part of this course. Career opportunities will be discussed. (This course will not satisfy any of the eight semesters of required English.)
This course will not satisfy any of the eight semesters of required English.	
Fulfills the Fine Arts requirement for the Core 40 with Academic Honors	

Theatre Arts (L) I

Grade Level: 10-12 Course #: 4242A Length: 1 Semester Credit(s): One Diploma: Counts as an elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*Theatre Arts* is a one semester class which provides a study of theater arts such as acting, stage craft, makeup, costuming, and other aspects of play production. The course also provides significant practice in body movement and vocal techniques of acting and interpretation. Representative examples of outstanding drama may be studied. Oral interpretation, the performance of non-fictional prose, poetry, and prose fiction will be included. (This course will not satisfy any of the eight semesters of required English.)
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Theatre Arts (L) II

Grade Level: 10-12 Course #: 4242B Length: 1 Semester Credit(s): One Diploma: Counts as an elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Theatre Arts (L) I	This is a semester course which will build on *Theater Arts I* with a focus on theater production. The student will complete projects involving set, costumes, makeup, lighting, sound, publicity, house managing, and program preparation by participating in the play or musical. This course will require reading and viewing play productions. (This course will not satisfy any of the eight semesters of required English.)
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Family and Consumer Science

HEALTH WAIVER

The Health and Safety credit may be waived for a student if the student has earned three (3) credits from the following Family and Consumer Sciences courses:

Preparing for College and Careers
Interpersonal Relationships
Human Development and Wellness
Child Development and Parenting
Nutrition & Wellness

Preparing for College and Careers

Grade Level: 9-12 Course #: 5394 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*Preparing for College & 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. Students will have the opportunity to learn about a variety of careers through a Career Day Guest Speaker program.
**** Required for graduation***	

Adult Roles and Responsibilities

Grade Level: 9-12 Course #: 5330 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*Adult Roles and Responsibilities* builds knowledge, skills, attitudes and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. The development of relationships and communication skills for acquiring and maintaining a job, for dating and marriage and for the role of parenting are also stressed. Making healthy lifestyle choices and protecting yourself through personal safety is covered. The focus is on becoming independent, contributing to society, and being responsible participants in family, community, and career settings. Consumer choices and decision making related to nutrition and wellness, clothing, housing and finances are covered. Students will also learn laundry skills.

Child Development and Parenting

Grade Level: 10-12 Course #: 5362 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	The focus of this course is on research-based nurturing and parenting practices and skills that support positive development of children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness.

Advanced Child Development

Grade Level: 10-12 Course #: 5360 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Child Development	*Advanced Child Development* is for students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. The focus of this course addresses issues of child development from age 4 through adolescence. 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. This course provides a foundation for continuing and post-secondary education in all career and areas related to children, child development, and nurturing of children.

Fashion and Textiles I

Grade Level: 9-12 Course #: 5380A Length: 1 Semester Credit(s): One Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: None	This course concentrates on construction techniques as a basis for all areas of career and domestic interests related to the textile industry. A simple clothing project (usually pajamas) will be constructed as well as several crafts and projects related to home decor. Students will be introduced to careers related to the textiles industry. The social and psychological effects of textiles and clothing are included with the emphasis on selection, appearance and fashion. Students will have "hands on" learning experiences with technology such as computerized sewing machines, sergers, and an embroidery machine. Work-based, entrepreneurial, experimental, and service learning are part of the curriculum for this class. Portfolio activities are required.

Introduction to Housing and Interior Design

Grade Level: 10-12 Course #: 5350 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*Introduction to Housing and Interior Design* is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values, and lifestyles of individuals, families, clients, and communities. Housing decisions, resources, and options will be explored including factors affecting housing choices and the types of housing available. Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts will be addresses. Direct, concrete mathematics proficiencies will be applied. A project-based approach will be utilized requiring higher-order thinking, communication, leadership, and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Human Development and Wellness

Grade Level: 11-12 Course #: 5366 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	Students in this one semester course address development and wellness of individuals and families throughout the life cycle. Emphasis is placed on the significance of serious dating patterns, mate selection, and readiness for marriage. Personality traits conducive to functional family living are examined. The engagement period is explored in detail considering life-long commitment. The following concepts are discussed: tasks and relationships in the family as it functions within society and culture, communication within the family setting, identification of the roles of children and adults as family members, changing needs of family members throughout the life cycle, contemporary family issues, including ethics, change, stress, and family crisis-abuse and violence. Exploration of human and family services careers will also be included.

Interpersonal Relationships

Grade Level: 9-12 Course #: 5364 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*Interpersonal Relationships* addresses knowledge and skills need for positive and productive relationships in career, community, and family settings. Major course topics include communication skills, teamwork, and collaboration, conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. Citizenship and community awareness are explored. Specific techniques taught in this course include assertive behavior, stress and anger management and sexual decision-making. Lifelong healthy choices are encouraged in this class. This course is especially relevant for students interested in careers that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

Education Professions: Introduction to Teaching

Grade Level: 11-12 Course #: 5408 Length: Full Year, two hours Credit(s): 4 Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Child Development and *Adv. Child Development* **These classes can be taken in conjunction with Intro. To Teaching*	This is a two-semester course which provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations. The course of study includes, but is not limited to, planning and guiding developmentally appropriate activities for school-aged children, and the study of developmentally appropriate practices of guidance and discipline. Basic health and safety principles are also covered. Current trends and issues in education will be examined. Students will reflect on their own reasons for exploring the teaching profession. This course offers both on-site and classroom learning opportunities. Philosophies of education will be studied and students will write their personal philosophy of education. This course is recommended for students with interests in education and related career paths. Introduction to Teaching provides the foundation for post-secondary careers in the education field. This class articulates with Ivy Tech Community College. Students earning 75%or better in the class and who have passed the Ivy Tech entrance exam are eligible to receive 3 credit hours. A student application is required to sign up for this course. Students must be able to drive to and from sites during the school day. An application for this class must be completed and a Code of Conduct must be signed in the spring during scheduling. Students are required to have a minimum GPA of 2.5 or file an appeal with the instructor of the class. Excellent attendance is imperative for the class and the first unexcused absence will result in meeting with the instructor. The second unexcused absence will be grounds for removal from the program. Excused absences are defined on the school's webpage under the Parents and Community tab then go to the Secondary Handbook. All students who are absent when on site must contact their mentor teacher at their placement site and the course instructor.

Nutrition and Wellness

Grade Level: 9-12 Course #: 5342 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	In this one semester class nutrition is the foundation for food preparation. Basic principles of food preparation, menu planning, and time management in the kitchen are emphasized. Safety of food is stressed including the use of sanitary procedures in preparation, service, and storage of food. Understanding what is being eaten, developing moderation in eating patterns, and establishing lifelong healthy eating choices are the focus of this class. The impact of daily food choices and the importance of exercise are stressed through the study of USDA Dietary Guidelines and the Food Guide Pyramid. Fat and calorie reduction methods are used to improve the nutritional value of some recipes. Dining out choices are evaluated and discussed. Many preparations and tasting opportunities are provided in this course. Food labs may include: healthy snacks and desserts, using vegetables and fruits in recipes, breads, pasta, holiday cooking, Italian and Oriental cooking, and creating new recipes. A wide variety of additional labs are included in *Nutrition and Wellness*.

Advanced Nutrition and Foods

Grade Level: 10-12 Course #: 5340 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Nutrition and Wellness or with permission of the instructor.	*Advanced Nutrition and Foods* is a course that incorporates more complex concepts in nutrition and foods. Proper food handling, advanced food preparation skills and meal management are emphasized. Nutrition wellness for individuals and families across the life span is stressed. Students learn to evaluate information about foods and recipes. Food service careers are explored. Topics that may be addressed are contemporary economic, social, psychological, cultural, and global issues that include hunger; technology of foods and nutrition. Students via the Internet may explore nutrition and meal planning for special needs; learn about all aspects of the food industry, including experimentation and specialty or gourmet preparation skills, especially in entrepreneurial or school-based enterprises.

Physical Education I

Grade Level: 9-12 Course #: 3542 Length: 1 Semester Credit(s): One Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*Physical Education I* emphasizes health-related fitness, development of skills and habits necessary for a lifetime of activity, and fitness for enjoyment, challenge, self-expression, and social interaction. This coeducational program includes skill development, application of rules and strategies, and opportunities to achieve and maintain a health-enhancing level of physical fitness in the following different movement forms: (1) health-related fitness activities, (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) outdoor pursuits, (6) dance, and (7) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. Furthermore, this course is available to students with special mental, physical, sensory, or neurological problems. *A medical referral form must be completed and approved by the teacher or principal for students with special needs.
Fulfills part of the Physical Education requirement for all diplomas	

Physical Education II

Grade Level: 9-12 Course #: 3544 Length: 1 Semester Credit(s): One Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: Physical Education I.	*Physical Education II* emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This coeducational program provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and to increase their knowledge of fitness concepts in the following different movement forms: (1) health-related fitness activities, (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) outdoor pursuits, (6) dance, and (7) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. Furthermore, this course is available to students with special mental, physical, sensory, or neurological problems. *A medical referral form must be completed and approved by the teacher or principal for students with special needs.
Fulfills part of the Physical Education requirement for all diplomas	

Elective Physical Education: Conditioning and Weight Training I

Grade Level: 10-12 Course #: 3563A Length: Full Year Credit(s): Two Diploma: Core 40, Academic Honors, Technical Honors Prerequisite: Successful completion of Physical Education I and II	This course will help prepare students for a better understanding of lifetime physical fitness. During this course, students will be engaged in team sports, dual sports, stretching, and other cardio activities with a concentrated emphasis on weight training. The academic portion of the course will improve the student's knowledge in areas such as biomechanics and fitness terminology. Students will be given fitness and written exams periodically to assess the understanding of level of fitness.

Elective Physical Education: Conditioning and Weight Training II

Grade Level 11-12 Course #: 3563B Length: Full Year Credit(s): Two Diploma: Core 40, Academic Honors, Technical Honors Prerequisite: Elective Physical Education: Conditioning and Weight Training I	This course will help to further prepare students for a better understanding of lifetime physical fitness. During this course, students will be engaged in team sports, dual sports, stretching, and other cardio activities with a concentrated emphasis on weight training. The academic portion of the course will improve the student's knowledge in areas such as biomechanics and fitness terminology. Students will be given fitness and written exams periodically to assess the understanding of level of fitness.

Elective Physical Education: Conditioning and Weight Training III

Grade Level 12 Course #: 3563C Length: Full Year Credit(s): Two Diploma: Core 40, Academic Honors, Technical Honors Prerequisite: : Elective Physical Education: Conditioning and Weight Training II	This course will help to further prepare students for a better understanding of lifetime physical fitness. During this course, students will be engaged in team sports, dual sports, stretching, and other cardio activities with a concentrated emphasis on weight training. The academic portion of the course will improve the student's knowledge in areas such as biomechanics and fitness terminology. Students will be given fitness and written exams periodically to assess the understanding of level of fitness.

Health and Wellness Education

Grade Level: 10 Course #: 3506 Length: 1 Semester Credit(s): One Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: None	Health and 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 area 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 to 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.
Fulfills the Health and Wellness requirement for all diploma types	

Advanced Health Education

Grade Level: 10-12 Course #: 3500 Length: 1 Semester Credit(s): One Diploma: Counts as an elective requirement for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Health & Wellness	Advanced Health and 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 health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhanced behaviors. Advanced Health and Wellness provides students with an in-depth study of 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.

MATHEMATICS

Algebra I Lab

Grade Level: 9th & 10th Course #: 2516 Length: 1 or 2 semesters Credit(s): One or Two Math credits for general diploma or One or Two elective credits for other diplomas Prerequisite: Must be enrolled in Algebra I	*Algebra I Lab* 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 I Lab* align with the critical areas of *Algebra I*. Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas *Algebra I* contains exclusively grade-level content, *Algebra I Lab* combines standards from high school courses with foundational standards from the middle grades.

Algebra I

Grade Level: 9-10 Course #: 2520 Length: Full year Credit(s): Two Diploma: Counts as a Mathematics course for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*Algebra I* formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. 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 Process Standards for Mathematics 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.
Fulfills the Algebra I / Integrated Mathematics I requirements for all diplomas *Students pursuing Core 40, Academic Honors, or Technical Honors Diploma should receive credit for Algebra I by the end of Grade 9*	

Algebra II

Grade Level: 10-12 Course #: 2522 Length: Full Year Credit(s): Two Diploma: Counts as a Mathematics Course for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Algebra I	*Algebra II* builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. *Algebra II* is made up of 5 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The Process Standards for Mathematics 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.
Fulfills the Algebra II / Integrated Mathematics III requirements for all diplomas	

Algebra II, Pre-AP

Grade Level: 10-12 Course #: 2522T Length: Full Year Credit(s): Two Diploma: Counts as a Mathematics Course for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Successful completion of Algebra I	*Algebra II, Pre-AP* builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. *Algebra II, Pre-AP* is made up of 5 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The Process Standards for Mathematics apply throughout each course and, together with the content standards, prescribed that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. ANY student who plans to take Advanced Placement Calculus should take this course as part of their preparations.
Fulfills the Algebra II / Integrated Mathematics III requirements for all diplomas	

Mathematics Lab B

Grade Level: 9-12 Course #: 2560B Length: 1 or 2 Semesters Credit(s): One or Two Diploma: Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Dependent on level of mathematics.	*Mathematics Lab B* provides an opportunity for individualized instruction designed to help students successfully complete high-level work in Geometry. Although a student may take mathematics labs more than two semesters, only two elective credits may be earned for this course.
**This course does not meet mathematics credit requirements for graduation.*	

Geometry

Grade Level: 9-12 Course #: 2532 Length: Full year Credit(s): Two Diploma: Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*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. Five critical areas comprise the *Geometry* course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The Process Standards for Mathematics 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.
Fulfills the Geometry / Integrated Mathematics II requirement for the Core 40, Academic Honors, and Technical Honors Diplomas	

Geometry, Pre-AP

Grade Level: 10 Course #: 2532T Length: Full year Credit(s): Two Diploma: Counts as a Mathematics Course for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Recommended successful completion of previous math course.	*Geometry* provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of (1) angles. (2) lines, (3) planes, (4) congruent and similar triangles (5) trigonometric ratios, (6) polygons, and (7) circles and spatial drawings. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged.
Fulfills the Geometry / Integrated Mathematics II requirement for the Core 40, Academic Honors, and Technical Honors Diplomas	

Pre-Calculus/Trigonometry

Grade Level: 11-12 Course #: 2564 / 2566 Length: *Special Note*-both courses run concurrently for entire year Credit(s): Two (one per semester) Diploma: General, Core 40, Academic Honors, Technical Honors Dual Credit Availability (Ivy-Tech MA136) Prerequisite: Recommended Successful Completion of Algebra II; Geometry	*Pre-Calculus* extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. 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. The Process Standards for Mathematics 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. *Trigonometry* provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The Process Standards for Mathematics 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. This course moves at a slower pace than the Pre-AP course, and Trigonometry standards are not covered at the same depth as the Pre-AP course.

Pre-Calculus (2564T) / Trigonometry (2566T) Pre-AP

Grade Level: 11-12 Course #: 2564T / 2566T Length: *Special Note*-both courses run concurrently for entire year Credit(s): Two (one per semester) Diploma: General, Core 40, Academic Honors, Technical Honors Dual Credit Availability (Ivy-Tech MA 136 & MA 137) Prerequisite: Recommended Successful Completion of Algebra II; Geometry	*Pre-Calculus* extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. 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. The Process Standards for Mathematics 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. *Trigonometry* provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The Process Standards for Mathematics 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. Dual Credit for Pre-AP course is for Ivy-Tech Math 136 and Math 137

Statistics, Advanced Placement

Grade Level: 11-12 Course #: 2570 Length: Full Year Credit(s): Two Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: Pre-AP Algebra 2	*Advanced Placement Statistics* is a course based on content established by the College Board. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes. The themes include (1) Exploring Data: Describing patterns and departures from patterns, (2) Sampling and Experimentation: Planning and conducting a study, (3) Anticipating Patterns: Exploring random phenomena using probability and simulation, and (4) Statistical Inference: Estimating population parameters and testing hypotheses. Students should be aware that this is a college level course and students that make satisfactory scores on the College Board Placement Test in the spring may earn college credit.
Qualifies as a quantitative reasoning course	

Calculus AB, Advanced Placement

Grade Level: 12 Course #: 2562 Length: Full Year Credit(s): Two Diploma: General, Core 40, Academic Honors, Technical Honors Dual Credit Availability Prerequisite: Pre-Calculus or Pre-Calculus, Pre-AP with instructor permission	This college level course is intended for students who have a thorough knowledge of college preparatory mathematics including algebra, axiomatic geometry, trigonometry, and analytical geometry. *Calculus AB* is a course in introductory calculus with elementary functions. Generally, topics include limits, continuity, derivatives, definite integrals, and techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. The course should also include applications of the derivative, the integral, and theory of calculus. Students making satisfactory scores on the College Board Advanced Placement Test in the spring may earn college credit. A graphing calculator is required and considerable computer work will be done. *A complete list of topics is available from the Advanced Placement Course Description Booklet. **Teacher recommendation required.
Counts as a Mathematics Course for all diplomas *Qualifies as a quantitative reasoning course*	

Peer Tutoring

Grade Level: 10-12 Course #: 0520 Length of Course: 1 Semester (up to 2 semesters maximum) Credit(s): 1 credit per semester Diploma (s): Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*Peer Tutoring* provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. *Peer Tutoring* experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

Career Information and Exploration

Grade Level: 9-10 Course #: 0522 Length: 1 Semester Credit(s): 1-3 credit per semester may be taken for multiple semesters Diploma: Counts as a Directed Elective or Elective for all diplomas Prerequisite: Recommended Preparing for College and Careers	*Career Information and Exploration* provides students with opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: 1) employability, 2) understanding the economic process, and 3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students.

Career Exploration Internship

Grade Level: 11-12 Course #: 0530 Length: 1 Semester Credit(s): 1-3 credit per semester may be taken for multiple semesters Diploma: Counts as a Directed Elective or Elective for all diplomas Prerequisite: Preparing for College and Careers; Career Information & Exploration	*The Career Exploration Internship* course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meeting with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties — the student, employer, and instructor. A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for two credits. 255 hours are required for three credits. Of the 85 — 255 hours (at least I hour a week or the equivalent over a semester or year) must be spent in related classroom instruction. This course is exploratory in nature and does not qualify for reimbursement under the career-technical (vocational) funding formula.

Beginning Concert Band

Grade Level: 9-12 Course #: 4160 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	This is a moderate level of concert band. Ensemble and solo activities are designed to develop elements of musicianship including: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. This group will perform at many functions and perform at least two concerts during the school year as well as the district concert band contest in April. Participation in solo ensemble contest is encouraged. Previous participation in junior high band or its equivalent is suggested but not required. Members of this group will be part of the marching band during the first nine weeks or will be required to complete alternative projects designated by the band director.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Intermediate Concert Band

Grade Level: 10-12 Course #: 4168 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Beginning Concert Band	This is an intermediate concert band course which further develops elements of musicianship in the following areas: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. The band will present three or four concerts per year and perform in the district concert band contest in April. Participation in solo ensemble contest is encouraged. Members of this group will be part of the marching band during the first nine weeks or will be required to complete alternative projects as designated by the band director.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Advanced Concert Band

Grade Level: 11-12 Course #: 4170 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Intermediate Concert Band	This course is advanced concert band. This group of students represents the best players in our program and will present three or four concerts per year. Participation in solo ensemble contest is expected and private lessons are encouraged. Individual experiences may include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Members of this group will be part of the marching band during the first nine weeks or will be required to complete alternative projects as designated by the band director. This course may be repeated for credit.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Beginning Chorus

Grade Level: 9-12 Course #: 4182 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*Beginning Chorus* is offered to students with no previous chorus experience. Students will learn proper choral procedures and techniques, music fundamentals, vocal techniques, and elements of choral singing. Various styles of music such as swing, pop, light rock, and classical will be performed through choral ensemble experience. The choir will perform for various school and community functions.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Dance Performance: Ballet, Modern, Jazz, or Ethnic-Folk

Grade Level: 9-12 Course #: 4146 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	This class will provide learning experiences that will develop techniques appropriate within modern and jazz genres. Sequential and systematic learning activities are designed to develop the ability to express thoughts, perceptions, feelings, and images through movement. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate to the genre including individual and group instruction in performance repertoire and skills. The class provides the opportunity for students to experience degrees of physical prowess, technique, and flexibility and the study of dance performance as an artistic discipline and as a form of artistic communication. Students will be able to describe, analyze, interpret, and judge dance performances within the genre. Auditions are held in the spring for entrance into the performing section of the class.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Music History and Appreciation

Grade Level: 11-12 Course #: 4206 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	This course provides an introduction to the principles of intelligent listening to music through recordings and live vocal and instrumental performances. Basic elements of music form, instrument recognition, rhythmic elements, and structural features of music are studied.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Music Theory and Composition

Grade Level: 11-12 Course #: 4208 Length: 1 Semester Credit(s): One Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*Music Theory* is planned for students seriously interested in harmony and composition in music education. This course is not only designed for students who intend to make music their career but also for those who are interested in music as an avocation.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma	

Anatomy and Physiology

Grade Level: 11-12 Course #: 5276 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Dual Credit Availability Prerequisite: Biology I	*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. It 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.
Fulfills a Core 40 Science course requirement for all diplomas	

Biology I

Grade level: 9-10 Course #: 3024 Length: Full year Credit(s): Two Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*Biology I* is a course based on the following core topics: cellular, structure and function; matter cycles and energy transfer; interdependence; inheritance and variation traits; evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.
Fulfills the Biology requirement for all diplomas	

Biology I, Pre-AP

Grade level: 10 Course #: 3024T Length: Full year Credit(s): Two Diploma: Fulfills the Biology requirement for all diplomas Prerequisite: None	*Pre-AP Biology* I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Some topics are covered in more depth than Biology I. In order to develop a student's ability in applying the scientific method to solve a problem, a research project will be required and presented at a science fair.
Fulfills the Biology requirement for all diplomas	

Biology II, General

Grade Level: 10-12 Course #: 3026 Length: Full Year Credit(s): Two Diploma: Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Dual Credit Availability Prerequisite: Biology I	*Biology II* is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.
Fulfills a Core 40 Science course requirement for all diplomas	

Chemistry I

Grade level: 10-12 Course #: 3064 Length: Full year Credit(s): Two Diploma: Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Biology I and Algebra I with A or B	*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.
Fulfills Core 40 Science (physical) course requirement for all diplomas *Qualifies as a quantitative reasoning course*	

Chemistry II, General

Grade level: 11-12 Course #: 3066 Length: Full year Credit(s): Two Diploma: Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Pre-requisite: Chemistry I, Algebra II	*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.
Fulfills Core 40 Science course requirement for all diplomas *Qualifies as a quantitative reasoning course*	

Chemistry, Advanced Placement

Grade level: 12 Course #: 3060 Length: Full year Credit(s): Two Diploma: Counts as a Science course for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Chemistry I, Algebra II; Pre-Calculus/Trigonometry	*AP Chemistry* 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 content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.
Qualifies as a quantitative reasoning course	

Earth and Space Science I

Grade Level:10-12 @ CC Course #: 3044 Length: Full Year Credit(s): Two Diploma: Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*Earth and Space Science I* is a course focused on the following core topics: universe; solar system; Earth cycles and systems; atmosphere and hydrosphere; solid Earth; Earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. 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.
Fulfills a Core 40 Science course requirement for all diplomas	

Environmental Science

Grade level: 11-12 Course #: 3010 Length: Full year Credit(s): Two Diploma**:** Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Pre-requisites: ICP or chemistry I, and Biology I	*Environmental Science* is an interdisciplinary course that integrates biology, earth science, chemistry and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students may 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.
Fulfills a Core 40 Science (life) course requirement for all diplomas	

Integrated Chemistry-Physics (ICP)

Grade level: 9 Course #: 3108 Length: Full year Credit(s): Two Diploma**:** Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Algebra I or concurrently	*Integrated Chemistry-Physics (ICP)* 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
Fulfills a Core 40 Science (physical) course requirement for all diplomas	
Qualifies as a quantitative reasoning course	

Physics I

Grade Level: 12 Course #: 3084 Length: Full Year Credit(s): Two Diploma: Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*Physics I* is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.
Fulfills a Core 40 Science (physical) course requirement for all diplomas *Qualifies as a quantitative reasoning course*	

Physics I Algebra-Based, Advanced Placement (L)

Grade Level: 10-12 Course #: 3080 Length: Full Year Credit(s): Two Diploma: Counts as a Science Course for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisites: Algebra II (may be concurrent); ICP or Chemistry I is recommended	*AP Physics1* 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 Physics 1: Algebra-based is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric.
Qualifies as a quantitative reasoning course	

Physics II Algebra-Based, Advanced Placement (L)

Grade Level: 11-12 Course #: 3081 Length: Full Year Credit(s): Two Diploma: Counts as a Science Course for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisites: AP Physics I; Algebra based	*AP Physics II* 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 Physics 2: Algebra-based is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics.
Qualifies as a quantitative reasoning course	

Advanced Science, Special Topics (L)

Grade level: 12 Course #: 3092 Length: Full year Credit(s): Two Diploma: Counts as a Science Course for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: at least 3 years of Core 40 Science courses	*Advanced Science, Special Topics* is any science course which is grounded in extended laboratory, field, and literature investigations into one or more specialized science disciplines, such as anatomy/physiology, astronomy, biochemistry, botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry, etc. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student's course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.

SOCIAL STUDIES

Geography and History of the World

Grade Level: 9-12 Course #: 1570 Length: Full Year Credit(s): Two Diploma: Counts as a Social Studies requirement for the General diploma. Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	Students enrolled in this course will develop and use the six elements of geography to better understand current events and issues facing the world today. The elements will include the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. Students will demonstrate an understanding of these elements of geography in a context of world history, primarily from 1450 to present. Class projects will include gathering and disseminating of information on governments, economies, cultures, activities, and belief systems of various societies. Students will gather information using a variety of sources.
Fulfills the Geography History of the World / World History and Civilization graduation requirement for the Core 40, Academic Honors and Technical Honors Diplomas	

Current Problems/Issues/Events

Grade Level: 10-12 Course #: 1512 Length: 1 Semester Credit(s): One Diploma: Counts as an elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	This is a one semester course for sophomore, junior and senior level students. This course provides opportunities to apply techniques of investigation and inquiry to the study of significant problems or issues. Students will develop competence in recognizing cause and effect relationships, (2) recognize fallacies in reasoning and propaganda devices, (3) organize knowledge into useful patterns, (4) state and test theories, and (5) generalize based on evidence. Students will expand their reading comprehension skills by using a weekly news magazine (and other forms of media) in lieu of a textbook.

Indiana Studies

Grade Level: 10-12 Course #: 1518 Length: 1 Semester Credit(s): One Diploma: Counts as an elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	This one semester course is an integrated program comparing and contrasting Indiana and the nation's development in the areas of politics, economics, and history. The course utilizes Indiana history as a basis for understanding current policies, practices, and state legislative procedures. The course includes the study of state and national constitutions and an examination of leaders and roles in a democratic society.

World History/Civilization

Grade Level: 10-12 Course #: 1548 Length: Full Year Credit(s): Two Diploma: Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	This two-semester course emphasizes events and developments in the past that greatly affected large numbers of people across broad areas of earth and that significantly influenced people and places in subsequent eras. Students will be expected to practice historical thinking and inquiry skills. They will also compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world, examine examples of continuity and change, universality and particularity, and unity and diversity among peoples and cultures from the past to the present.
Fulfills the Geography History of the World / World History and Civilization graduation requirement for the Core 40, Academic Honors and Technical Honors Diplomas	

Topics in History: The Early United States

Grade Level: 10-12 Course #: 1538AT Length: 1 Semester Credit(s): One Diploma: Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	This course is designed to familiarize students with historical events and concepts of the pre-Civil War era of American history. Emphasis will be placed on how events in this period laid the foundation for future growth and development of the nation. The development of historical research skills using primary and secondary sources will be emphasized. *This course is a recommended prerequisite for United States History, Advanced Placement.

Topics in History: United States History through Film

Grade Level: 9-12 Course #: 1538DT Length: 1 Semester Credit(s): One Diploma: Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	Since the turn of the 20th century, motion pictures have been one of the most universal means of entertainment and culture. For this reason, movies have also become one of the most vital and widespread methods of interpreting the past. The films chosen for this class are presentations of history rather than documentations of history. That is, they are reenactments of historical events rather than documentary records of events. These films may present historical content in two ways: 1) As a factual record: Film is used to dramatize what happened in the past. 2) To convey atmosphere: The use of fiction to convey a sense of the past lifestyles, values, or beliefs. This course is a semester elective course. Because of the nature of the course and the amount of time that must be dedicated to screening films, this class will be very different than a traditional lecture-based course. It requires students to be self-motivated learners. Students will be required to write detailed critiques of the films, reaction papers over the topics and weekly discussions. Students who feel more comfortable in lecture classes should be advised that this class might not be well suited to their needs.

United States History: The Twentieth Century

Grade Level: 11 Course #: 1542 Length: Full Year Credit(s): Two Diploma: General, Core 40, Academic Honors, Technical Honors *Required for Graduation Prerequisite: None	This is a two-semester course which builds upon concepts developed in previous studies of American history. In this course, students will be given the opportunity to identify and review significant events and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of historical events and geographic, social, and economic influences on national development in the late nineteenth and twentieth century.
Fulfills the US History requirement for all diplomas; General, Core 40, Academic Honors, Technical Honors	

United States History: Advanced Placement

Grade Level: 11 Course #: 1562 Length: Full Year Credit(s): Two Diploma: General, Core 40, Academic Honors, Technical Honors *Satisfies the graduation requirement for US History--The 20th Century Prerequisite: None	This *Advanced Placement United States History* course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. This course is intended for qualified students who wish to complete studies in secondary school equivalent to college introductory courses in U.S. History. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. This AP United States History course will develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format.
Fulfills the US History requirement for all diplomas; General, Core 40, Academic Honors, Technical Honors	

Psychology

Grade Level: 12 Course #: 1532 Length: 1 Semester Credit(s): One Diploma: Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	This one semester class provides an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. Content for the course will include some insights into behavior patterns and adjustments to social environments. The course is designed to help each student become aware of himself as an individual in today's society.

Sociology

Grade Level: 12 Course #: 1534 Length: 1 Semester Credit(s): One Diploma: Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	This one semester course provides an opportunity for students to study group behavior and basic human institutions. Broad areas of content include the study of institutions found in all societies, such as the family, religious community organizations, political and social groups, and leisure time organizations. Moral values, traditions, folkways, the mobility of people, and other factors in society which influence group behavior are also studied.

Economics

Grade Level: 12 Course #: 1514 Length: 1 Semester Credit(s): One Diploma: Counts as an Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	This one semester required course investigates the specific economic effect of market forces and government policies on individuals and the major institutional groups, such as business and labor in the economy. Special attention is given to economic concepts and principles used by consumers, producers, and voters.
Fulfills a Social Studies requirement for the General Diploma only *Fulfills the Economics requirement for the Core 40, Academic Honors and Technical Honors Diplomas*	

United States Government

Grade Level: 12 Course #: 1540 Length: 1 Semester Credit(s): One Diploma: General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*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 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 examine how the United States Constitution protects the rights and provides the structure and functions of various levels of government. Analysis of how the United States interacts with other nations and the government's role in world affairs is included in this course. 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, politics, and civic activities and the need for civic and political engagement of citizens in the United States. **NOTE: Students are required to take the naturalization test for citizenship per SEA 132 (New 2019-2020)**
Fulfills the Government requirement for all diplomas; General, Core 40, Academic Honors, Technical Honors Diplomas	

VOCATIONAL PROGRAMS

Automotive Services Technology, Level I

Grade Level: 11-12 Course #: 5510A Length: Full Year, 3 hours daily Credit(s): Six Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Dual Credit Availability Prerequisite: None	This course includes classroom and laboratory experiences that incorporate training in service and repair work on all types of automotive vehicles. Course content includes training in the use of service/repair information and the use of a variety of hand and power tools. Instruction and practice provide 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. This course is articulated with Ivy Tech Community College. Students earning a B or better in the class are eligible to receive 15 credit hours upon the completion of the two-year program. The second-year student will receive content that addresses a higher level of automotive knowledge with an emphasis on diagnostics. Students can earn 2 hours of dual credit at Vincennes University.

Automotive Services Technology, Level II

Grade Level: 12 Course #: 5546 Length: Full Year, 3 hours daily Credit(s): Six Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Dual Credit Availability Prerequisite: Automotive Services Technology, Level I	This course includes more advanced training with more emphasis placed on diagnostics and troubleshooting. Level II students are mentors for Level I students. This course is articulated with Ivy Tech State College. Students earning a B or better in the class are eligible to receive 9 college credits through Ivy Tech State College. Students can earn 2 hours of dual credit at Vincennes University.

Building Trades Technology, Level I

Grade Level: 11-12 Course #: 5580A Length: Full Year, 3 hours daily Credit(s): Six Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Dual Credit Availability Prerequisite: Introduction to Construction	This program offers three credits each semester and occupies one-half day sessions (three periods) which teach basic building trades for students who plan to pursue a related vocation following graduation. It includes classroom and laboratory experiences concerned with the building of a house from ground up each year. Instruction provides a variety of activities such as the following: 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 is also emphasized. Instruction in plastering, dry wall installation, and roofing are covered in this course of study.

Building Trades Technology, Level II

Grade Level: 12 Course #: 5578 Length: Full Year, 3 hours daily Credit(s): Six Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Dual Credit Availability Prerequisite: Building Trades Technology, Level I	The second year of the *Building Trades* program is a repeat of the activities of the first year (three periods per day). Since a house is built each year, the second-year student is involved with material calculations and activities which require greater knowledge and ability than those developed the first year. Second year students are also expected to begin to identify with a specialty area which is of particular interest. At the conclusion of the program each student should have experienced most of the activities related to building a house in addition to being able to demonstrate proficiency in a specialty area.

Welding Technology I

Grade Level: 11-12 Course #: 5776 Length: Full Yr. 2 Hrs. Credit(s): Four Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Dual Credit Availability Prerequisite: None	*Welding Technology I* includes classroom and laboratory experiences that develop a variety of skills in ox-fuel cutting and Shielded Metal Arc Welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Sales, Designer, Researcher, or Engineer. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

Welding Technology II

Grade Level: 12 Course #: 5778 Length: Full Yr. 2 Hrs. Credit(s): Four Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Dual Credit Availability Prerequisite: Welding Technology I	*Welding Technology II* builds on the skills covered in Welding Technology I. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

Vocational Health Careers, Level I

Grade Level: 11-12 Course #: 5282 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Dual Credit Availability Prerequisite: None	This course provides reliable and realistic information about careers in health. A variety of exploratory learning experiences are offered to help students make informed career decisions. Program objectives include exploration of health careers, preparation for post high school study, and preparation for job entry. The program prepares the student for entry in a variety of non-certificated jobs at the assistant level. The first-year student explores health services trends and health careers and studies the scientific approach to mankind, including body structure and function, conditions of illness, health service legalities, medical terminology, the wellness concept and lifestyles. The second year emphasizes skills and the role of health team member in the world of work. Students serve an internship in an area of their interest. Courses are designed in sequence. First year courses are prerequisites to the second year. The first two semesters concern theory and are supplemented through the demonstrated expertise of visiting health professionals and introduction to the use of medical equipment. It is highly recommended that students enrolled in *Health Careers* take Anatomy & Physiology and First Year Chemistry. Students completing Health Careers I may earn six hours of dual credit from Ivy Tech State College.

Vocational Health Careers, Level II - St. Vincent Clay Hospital

Grade Level: 12 Course #: 5284 Length: Full Year, 3 hours Credit(s): Six Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Dual Credit Availability Prerequisite: Health Careers I	During the first semester of this course, students study in laboratory situations at St. Vincent Clay Hospital. The second semester of this course includes internships in student's interest areas at St. Vincent Clay Hospital and additional community health care facilities. Transportation is provided by the school corporation. It is highly recommended that students enrolled in *Health Careers* take Anatomy & Physiology and First year Chemistry. Students completing *Health Careers II* may earn CPR/First Aid Certification and Certification as a Certified Nursing Assistant (CNA Certification) which may provide 5 hours of dual college credit.

Cosmetology I

Grade Level: 11 Course #: 5802 Length: Full Year Credit(s): Six Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*Cosmetology I* offers an introduction to cosmetology with emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring business, and personal ethics, and bacteriology and sanitation. In addition, students will study anatomy, physiology, salon management, and professionalism. During the second semester, greater emphasis will be placed on the application and development of these skills and meeting the State of Indiana 1500 hours of instruction for licensure. This instructional program involves commitment to the rigorous 1500 clock hours of training as well as financial responsibility for students and parents. In order to complete the 1500 hours of instruction, it may necessary that students complete summer training in June prior to their senior year. The actual vocational instruction is scheduled to take place at Jocie's Beauty School in Brazil. During the regular school year, students will follow their high school morning program and report to Jocie's Beauty School for afternoon instruction. Clay Community Schools will provide a tuition credit toward the total training costs of the school. See your guidance counselor for more information.

Cosmetology II

Grade Level: 12 Course #: 5806 Length: Full Year Credit(s): Six Diploma: Counts as a Directed Elective or Elective for all diplomas; General, Core 40, Academic Honors, Technical Honors Prerequisite: Cosmetology I	*Cosmetology II* emphasis will cover the development of advanced skills in styling, hair coloring, permanent waving, facials, and manicuring. Students will also study advanced salon management, professionalism, and salesmanship. This instructional program involves continued commitment to the rigorous 1500 clock hours of training as well as financial responsibility for students and parents. In order to complete the 1500 hours of instruction, it may be necessary that students complete summer training in June after their senior year. The actual vocational instruction is scheduled to take place at Jocie's Beauty School in Brazil. During the regular school year, students will follow their high school morning program and report to Jocie's Beauty School for afternoon instruction. Clay Community Schools will provide a tuition credit toward the total training costs of the school. See your guidance counselor for more information.

See following sections for other vocational courses:
Agriculture Science and Business
Business Technology Education
Family and Consumer Science

WORK-BASED LEARNING, INTERNSHIPS

Work-Based Learning Capstone

Grade Level: 12 Course #: 5974 Length: Full Year Credit(s): 1-3 per semester, 6 credits maximum Diploma: Counts as a Directed Elective or Elective for all diplomas General, Core 40, Academic Honors, Technical Honors Required Prerequisite: Complete at least one advanced career and technical course from a program or a program of study. Student's worksite placement must align to student pathway.	Work Based Learning Capstone is a stand-alone course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path. Work Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. In stand-alone WBL Capstone courses, students have the opportunity to apply the concepts, skills, and dispositions learned in their pathways in real world business and industry settings. Therefore, at six credits in a student's pathway would be prerequisite to the student enrolling in the stand-alone WBL course. Work Based experiences need to be in an industry setting closely related to a student's CTE pathway. Instructors must have a clear partnership agreement and training plan for each student participating in Work Based experiences. When a course is offered for multiple hours per semester, the amount of authentic work experience needs to be increased.

WORLD LANGUAGES

World Language courses endeavor to develop students' ability to comprehend, speak, read, and write in a chosen world language, to appreciate the cultures of various countries and the various cultures within the United States, and to develop an understanding of current events and problems through an exposure to the history and geography of the German and/or Spanish-speaking worlds. An understanding of the interdependence of the modern world and the interrelatedness of languages, literatures, and cultures will be developed. Career opportunities with world language knowledge are discussed as are college world language requirements and procedures for college placement. A grade of C or better in previous English classes is recommended for students who wish to study a world language.

French I

Grade Level: 9-12 Course #: 2020 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for all diplomas General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*French I*, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning French language learning, and to various aspects of French-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 French-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 French language and culture outside of the classroom.
Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma	

French II

Grade Level: 9-12 Course #: 2022 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for all diplomas General, Core 40, Academic Honors, Technical Honors Prerequisite: French I	*French II*, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for French 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 French-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 French language and culture outside of the classroom.
Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma	

French III

Grade Level: 10-12 Course #: 2024 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for all diplomas General, Core 40, Academic Honors, Technical Honors Prerequisite: Recommended successful completion of French 2.	*French III*, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for French 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 French-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 French language and culture outside of the classroom.
Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma	

French IV

Grade Level: 11-12 Course #: 2026 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for all diplomas General, Core 40, Academic Honors, Technical Honors Prerequisite: Recommended successful completion of French 3.	*French IV*, a course based on *Indiana's Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of French-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the French language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native French speakers.
Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma	

Spanish I

Grade Level: 9-12 Course #: 2120 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for all diplomas General, Core 40, Academic Honors, Technical Honors Prerequisite: None	*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.
Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma	

Spanish II

Grade Level: 10-12 Course #: 2122 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for all diplomas General, Core 40, Academic Honors, Technical Honors Prerequisite: Spanish I	*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.
Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma	

Spanish III

Grade Level: 11-12 Course #: 2124 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for all diplomas General, Core 40, Academic Honors, Technical Honors Prerequisite: Recommended successful completion of Spanish 2	*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.
Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma	

Spanish IV

Grade Level: 12 Course #: 2126 Length: Full Year Credit(s): Two Diploma: Counts as a Directed Elective or Elective for all diplomas General, Core 40, Academic Honors, Technical Honors Prerequisite: Recommended successful completion of Spanish 3.	Spanish IV, a course based on *Indiana's Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.
Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma	

State Approved Applied Courses for the Certificate of Completion

The new Certificate of Completion Course of Study provides a framework for providing appropriate education to students who have been taken off of a diploma path. It allows increased access to the general education curriculum, and it also guides schools in developing appropriate applied classes based on alternate achievement standards. Many students with disabilities who have had appropriate academic and vocational instruction and leave high school without a diploma are capable and willing to work; however the past Certificate of Completion was not recognized as a meaningful document by the employment community. There is now an emphasis on employability skills and the development of a transition portfolio to better showcase what students will be able to do in postsecondary employment settings after obtaining a Certificate of Completion.

If a student is placed on a non-diploma track and wishes to pursue a Certificate of Completion, new guidelines have been set, effective with students entering high school as 9th graders during the 2018 - 2019 school year. The Certificate of Completion course of study must be followed for students with an IEP who are not pursuing a diploma track. The Certificate of Completion provides increased access to the general education curriculum by providing flexibility in earning either credits or applied units in general education and/or special education classes. The Certificate of Completion can be earned through any combination of applied units and credits.

Indiana Certificate of Completion
Course of Study

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

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

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

CERTIFICATE of COMPLETION COURSES

CTE: BUSINESS, MARKETING, INFORMATION TECHNOLOGY, AND ENTREPRENEURSHIP

APPLIED BUSINESS MATH

Grade Level: 10-12 Course #: 4512Apl Applied Units: 4 Maximum Counts as an Elective for the Certification of Completion Prerequisite: None	*Applied Business Math* is a 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 application of money management skills, navigating industry specific technology and apps, establishing and managing budgets, and maintaining inventory for products and other necessary skills that provides the foundation for students interested in careers in business related fields and everyday life. The content includes basic mathematical operations related to accounting, banking and finance, marketing, management, and retail. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.
Fulfills a Mathematics requirement for the Certificate of Completion *Qualifies as an applied math course for the Certificate of Completion*	

APPLIED DIGITAL APPLICATIONS AND RESPONSIBILITY

Grade Level: 11-12 Course # 4528BApl Applied Units: 4 Maximum Counts as an Elective for the Certification of Completion Prerequisite: None	*Applied Digital Applications and Responsibility* prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software and may use highly specialized or individualized technology or software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students may be provided with the opportunity to seek industry-recognized digital literacy certifications.
Fulfills a Mathematics requirement for the Certificate of Completion *Qualifies as an applied math course for the Certificate of Completion*	

APPLIED INTERACTIVE MEDIA

Grade Level: 11-12 Course # 5232Apl Applied Units: 12 Maximum Counts as an Elective or Employability requirement for the Certification of Completion Prerequisite: Digital Applications & Responsibility	*Applied Interactive Media* prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development and use of digitally generated or computer-enhanced products. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace”.

APPLIED PERSONAL FINANCIAL RESPONSIBILITY

Grade Level: 9-12 Course # 4540Apl Applied Units: 2 Maximum Counts as an Elective for the Certification of Completion Prerequisite: None	*Applied 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 and apply skills in financial literacy and responsible decision making. Content includes analyzing personal standards, needs, wants, and goals; identify sources of income, and navigating technology for money management. A project-based approach and applications through authentic settings such as work based observations, service learning experiences and community based instruction are appropriate. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged.

APPLIED PREPARING FOR COLLEGE AND CAREERS

Grade Level: 9-12 Course # 5394Apl Applied Units: 2 Maximum Counts as an Elective or Employability for the Certification of Completion Prerequisite: None	*Applied 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.

APPLIED ADULT ROLES AND RESPONSIBILITIES

Grade Level: 9-12 Course # 5330Apl Applied Units: 2 Maximum Counts as an Elective or Employability for the Certification of Completion Prerequisite: None	*Applied Adult Roles and Responsibilities* is recommended for all students as life foundations and academic enrichment for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project or community-based approach that utilizes problem solving skills, communication, leadership, self-determination skills, management processes, and fundamentals to college, career and community membership success. Service learning and other authentic applications are strongly recommended.

APPLIED CONSUMER ECONOMICS

Grade Level: 9-12 Course # 5334Apl Applied Units: 1 Maximum Counts as an Employability or Social Studies requirement for the Certification of Completion Prerequisite:	*Applied Consumer Economics* enables students to apply economic principles to their individual, family, workplace, and community lives. A project-based approach that utilizes higher order thinking, communication, leadership, self-determination and management processes is recommended to strengthen the understanding and application of consumer economics issues. The course focuses on interrelationships among economic principles and individual and family roles of exchanger, consumer, producer, saver, investor, and citizen. Economic principles to be studied include scarcity, supply and demand, market structure, the role of government, money and the role of financial institutions, labor productivity, economic stabilization, and trade.

APPLIED HUMAN DEVELOPMENT AND WELLNESS

Grade Level: 9-12 Course # 5366Apl Applied Units: 2 Maximum Counts as an Employability Requirement or Elective for the Certification of Completion Prerequisite: None	*Applied Human Development and Wellness* is valuable for all students as a life foundation and academic enrichment. Course content includes individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project or community-based approach that utilizes problem solving skills, communication, leadership, self-determination skills, and management processes is recommended in order to apply and generalize these skills in authentic settings.

APPLIED INTERPERSONAL RELATIONSHIPS

Grade Level: 9-12 Course # 5364Apl Applied Units: 2 Maximum Counts as an Employability Requirement or Elective for the Certification of Completion Prerequisite: None	*Applied Interpersonal Relationships* is an introductory course that is relevant for students interested in careers that involve interacting with people and for everyday life relationships. 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, self-determination, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project or community-based approach is recommended in order to apply these topics of interpersonal relationships. This course provides a foundation for all careers and everyday life relationships that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, the general public, family and friends.

APPLIED NUTRITION AND WELLNESS

Grade Level: 9-12 Course # 5342Apl Applied Units: 2 Maximum Counts as an Employability Requirement or Elective for the Certification of Completion Prerequisite: None	*Applied Nutrition and Wellness* is an introductory course valuable for all students as a life foundation and academic enrichment. 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, self-determination, and 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.

APPLIED PERSONAL FINANCIAL RESPONSIBILITY

Grade Level: 9-12 Course # 4540Apl Applied Units: 2 Maximum Counts as an Elective for the Certification of Completion Prerequisite: None	*Applied 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 and apply skills in financial literacy and responsible decision making. Content includes analyzing personal standards, needs, wants, and goals; identify sources of income, and navigating technology for money management. A project-based approach and applications through authentic settings such as work based observations, service learning experiences and community based instruction are appropriate. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged.
Qualifies as applied math course for the Certificate of Completion	

APPLIED PREPARING FOR COLLEGE AND CAREERS

Grade Level: 9-12 Course # 5394Apl Applied Units: 2 Maximum Counts as an Elective or Employability requirement for the Certification of Completion Prerequisite: None	*Applied 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.

CTE: WORK BASED LEARNING

APPLIED WORK-BASED LEARNING CAPSTONE

Grade Level: 11, 12 Course #: 5974Apl Length: Full Year Applied Units: 6 Maximum Counts as an Employability Requirement, Capstone Course or Elective for the Certification of Completion	*Applied Work Based Learning Capstone 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 individual students' skills and knowledge 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 progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE*

APPLIED INTERDISCIPLINARY COOPERATIVE EDUCATION (ICE)

Grade Level: 11-12 Course # 5902Apl Applied Units: 6 Maximum Counts as an Employability Requirement or Elective for the Certification of Completion Prerequisite: None	*Applied Interdisciplinary Cooperative Education (ICE)* spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations vary by student needs, interests and goals but include a combination of work-based learning and school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. The following two components must be included as part of the Interdisciplinary Cooperative Education course. **Related Instruction**, that is classroom- or site- based, shall be organized and planned around the activities associated with the student's individual job and career objectives; and shall be taught during the same semesters as the student is receiving on-the-job training. Student performance should be monitored to determine progress in (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies. **On-the-Job Training** is the actual work experience in an occupation in any one of the Indiana College and Career Pathways that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during related instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre- determined training plans and agreements and who assist in evaluating the student's job performance. Students in an ICE placement must be paid in accordance with federal and state student employment and cooperative education laws.

ENGLISH/LANGUAGE ARTS

APPLIED ENGLISH 9

Grade Level: 9-10 Course # 1002Apl Applied Units: 4 Maximum Counts as an English/ Language Arts Requirement for Certification of Completion Prerequisite: None	*Applied English 9* is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose; and access, analyze, and evaluate online information.

APPLIED ENGLISH 10

Grade Level: 9-10 Course # 1004Apl Applied Units: 4 Maximum Counts as an English/ Language Arts Requirement for Certification of Completion Prerequisite: None	*Applied English 10* an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose; and access, analyze, and evaluate online information.

APPLIED ENGLISH 11

Grade Level: 11-12 Course # 1006Apl Applied Units: 4 Maximum Counts as an English/ Language Arts Requirement for Certification of Completion Prerequisite: None	*Applied English 11*, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade appropriate multimedia presentations and access online information.

APPLIED ENGLISH 12

Grade Level: 11-12 Course # 1008Apl Applied Units: 4 Maximum Counts as an English/ Language Arts Requirement for Certification of Completion Prerequisite: None	*Applied English 12*, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade appropriate multimedia presentations and access online information.
Course may be used for students in 18-22 year-old programming	

APPLIED SPEECH

Grade Level: 9-12 Course # 1076Apl Applied Units: 2 Maximum Counts as an English/ Language Arts Requirement or Employability Requirement for Certification of Completion Prerequisite: Recommended successful completion of at least 4 semesters of English or with approval of administration.	*Applied Speech,* a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and/or multi-media presentations, including student portfolios, viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Student products are aligned to their mode of communication.

APPLIED COMPOSITION

Grade Level: 10-12 Course # 1090Apl Applied Units: 2 Maximum Counts as an English/ Language Arts Requirement for Certification of Completion Prerequisite: Recommended successful completion of at least 4 semesters of English or with approval of administration.	*Applied Composition,* a course based on the Indiana Academic Standards or Content Connectors for English/Language Arts, is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style.

APPLIED LANGUAGE ARTS LAB

Grade Level: 9-12 Course # 1010Apl Applied Units: 2 Maximum Counts as an Elective for the Certification of Completion Prerequisite: None	*Applied Language Arts Lab* is a supplemental course that provides students with individualized or small group instruction designed to support skills and content aligned to Indiana Academic Standards or Content Connectors for English/Language Arts. All students should be concurrently enrolled in an English course or have met the ELA requirements for the Certificate of Completion.

APPLIED TECHNICAL COMMUNICATIONS

Grade Level: 10-12 Course # 1096Apl Applied Units: 2 Maximum Counts as an Employability Requirement or Capstone Prerequisite: Successful completion of English 9 and 10	*Applied Technical Communication*, a course based on the Indiana Academic Standards or Content Connectors for English/Language Arts, is the application of the processes and conventions needed for effective technical writing-communication. 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. TECHNICAL WRITING PROJECT: Students complete a project, such as a multi-media presentation, proposal, or portfolio that demonstrates knowledge, application, and writing progress.

APPLIED ADVANCED HEATLH EDUCATION

Grade Level: 11-12 Course # 3500Apl Applied Units: 2 Maximum Counts as a Health/Wellness requirement for the Certification of Completion Prerequisite: Health & Wellness	*Applied Advanced Health Education*, an elective course that is aligned to Indiana's Academic Standards for Health & Wellness, provides knowledge and skills to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice applying 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. Advanced Health & Wellness provides students with opportunities to learn and apply 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 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.

APPLIED HEALTH & WELLNESS EDUCATION

Grade Level: 9-12 Course # 3506Apl Applied Units: 2 Maximum Counts as an Elective or Health & Wellness requirement for the Certification of Completion Prerequisite: None	*Applied Health & Wellness*, a course based on Indiana's Academic Standards for Health & Wellness and 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, and 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.

MATHEMATICS

APPLIED ALGEBRA I

Grade Level: 9-12 Course # 2520Apl Applied Units: 4 Maximum Counts as a Math Requirement for the Certification of Completion Prerequisite: None	*Applied Algebra I* formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 4 strands: Numbers Sense, Expressions and Computation; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; and Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors.

APPLIED ALGEBRA I LAB

Grade Level: 9-12 Course # 2516Apl Applied Units: 4 Maximum Counts as a Mathematics Course or an Elective for the Certification of Completion Prerequisite: Must be enrolled in Algebra I	*Applied Algebra I Lab* is a mathematics support course. Algebra I Lab should be taken while students are concurrently enrolled in a math course or have met the math requirements for the certificate of completion. This course provides students with additional time to build the foundations necessary for high school math courses and work on specific, individualized math skills, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas align with the critical areas of math: number sense, computation, data analysis, geometry, measurement and algebraic thinking. Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.
Applied Algebra I Lab is designed as a support course for Applied Algebra I. As such, a student taking Applied Algebra I Lab must also be enrolled in Algebra I or Applied Algebra I during the same academic year.	

APPLIED GEOMETRY

Grade Level: 9-12 Course # 2532Apl Applied Units: 4 Maximum Counts as a Math Requirement for the Certification of Completion Prerequisite: None	*Applied Geometry* formalizes and extends students' geometric experiences from the middle grades. These critical areas comprise the Geometry course: points, lines, angles, and planes; triangles; quadrilaterals and other polygons; circles; transformations; and three- dimensional solids. The eight process standards for mathematics apply throughout the course. Together with the content standards, the process standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

APPLIED MATHEMATICS LAB

Grade Level: 9-12 Course # 2560Apl Applied Units: 4 Maximum Counts as an Elective for the Certification of Completion Prerequisite: None; By Recommendation Only	*Applied Mathematics Lab* provides students with individualized instruction designed to increase math related competencies and/or mathematics coursework aligned with Indiana's Academic Standards or Content Connectors for Mathematics.

MULTIDISCIPLINARY

APPLIED BASIC SKILLS DEVELOPMENT

Grade Level: 11-12 Course # 0500Apl Applied Units: 8 Maximum Counts as an Employability Requirement, Capstone Course or Elective for the Certification of Completion Prerequisite: None	*Applied Basic Skills Development* is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, (9) employability skills, which are essential for high school achievement and post-secondary outcomes. Determination of the skills to be emphasized in this course is based on Indiana's Standards and Content Connectors, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations and may be applied using instructional practices related to community-based instruction.

APPLIED CAREER EXPLORATION INTERNSHIP

Grade Level: 11-12 Course # 0530Apl Applied Units: 4 Maximum Counts as an Employability Requirement, Capstone Course or Elective for the Certification of Completion Prerequisite: Preparing for College and Careers; Career Information & Exploration	The *Applied Career Exploration Internship* course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

APPLIED CAREER INFORMATION AND EXPLORATION

Grade Level: 9-12 Course # 0522Apl Applied Units: 4 Maximum Counts as an Employability Requirement, Capstone Course or Elective for the Certification of Completion Prerequisite: Recommended Preparing for College and Careers	*Applied Career Information and Exploration* provides students with opportunities to learn about themselves including interests, strengths and needed supports while exploring various traditional and nontraditional occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as community-based instruction, internships, mock interviews, and guest speakers. Portfolio and resume development experience and career-related assessments may also be provided to students.

PHYSICAL EDUCATION

APPLIED ELECTIVE PHYSICAL EDUCATION

Grade Level: 9-12 Course # 3560Apl Applied Units: 8 Maximum Counts as a Health & Wellness Requirement for the Certification of Completion Prerequisite: Physical Education I and II	*Applied Elective Physical Education*, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio- respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. With staff support, students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness and includes self-monitoring. Ongoing assessment may include individual progress and/or performance-based skill evaluation.

APPLIED PHYSICAL EDUCATION I

Grade Level: 9-12 Course # 3542Apl Applied Units: 2 Maximum Counts as a Health & Wellness Requirement for the Certification of Completion Prerequisite: None	*Applied Physical Education I* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides 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 individual progress and performance-based skill evaluation.

APPLIED PHYSICAL EDUCATION II

Grade Level: 9-12 Course # 3544Apl Applied Units: 2 Maximum Counts as a Health & Wellness Requirement for the Certification of Completion Prerequisite: Physical Education I.	*Applied Physical Education II* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not covered 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 individual progress and performance-based skill evaluation.

SCIENCE

APPLIED BIOLOGY I

Grade Level: 9-12 Course # 3024Apl Applied Units: 4 Maximum Counts as a Science Requirement for the Certification of Completion Prerequisite: None	*Biology I* is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

APPLIED EARTH AND SPACE SCIENCE I

Grade Level: 9-12 Course # 3044Apl Applied Units: 4 Maximum Counts as an Elective or Science Requirement for the Certification of Completion Prerequisite: None	*Applied Earth and Space Science I* is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how Earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation and experimentation by conducting investigations and evaluating and communicating the results of those investigations. Course may include a variety of learning experiences and tools support the process of investigation, data collection and analysis.

SOCIAL STUDIES

APPLIED CURRENT PROBLEMS, ISSUES AND EVENTS

Grade Level: 9-12 Course # 1512Apl Applied Units: 2 Maximum Counts as an Elective, Employability or Social Studies Requirement for the Certification of Completion Prerequisite: None	*Applied Current Problems, Issues, and Events* gives students the opportunity to apply investigative and inquiry techniques to the study of problems or issues existing in the class, school, community, state, country or world. 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 significance to the student and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

APPLIED ECONOMICS (ECON)

Grade Level: 9-12 Course # 1514Apl Applied Units: 2 Maximum Counts as a Social Studies Requirement or Elective for the Certification of Completion Prerequisite: None	*Applied Economics* examines the allocation of resources and their uses for satisfying human needs and wants. The course identifies economic behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students 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. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade. Students may be offered opportunities to better understand and apply course content through a variety of instructional strategies including project- and community-based instruction and real-world experiences.

APPLIED GEOGRAPY AND HISTORY OF THE WORLD

Grade Level: 9-12 Course # 1570Apl Applied Units: 4 Maximum Counts as a Social Studies Requirement or Elective for the Certification of Completion Prerequisite: None	*Applied Geography and History of the World* is designed to enable students to use geographical tools, skills and historical concepts to apply their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety sources, organizing information by creating graphic representations, analyzing information to understand, determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. Students use the knowledge, tools, and skills obtained from this course in order to understand, analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

APPLIED INDIANA STUDIES

Grade Level: 9-12 Course # 1518Apl Applied Units: 2 Maximum Counts as a Social Studies Requirement or Elective for the Certification of Completion Prerequisite: None	*Applied 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. Examination of individual leaders (state or local) and their roles in a democratic society will be included. Student will examine the participation of citizens in the political process to understand their role. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.
Must be offered at least once per school year	

APPLIED STATE AND LOCAL GOVERNMENT

Grade Level: 9-12 Course # 1536Apl Applied Units: 2 Maximum Counts as a Social Studies Requirement or Elective for the Certification of Completion Prerequisite:	*Applied State and Local Government* is the study of the function and organization of state, county, city, town, and township government units. This course also traces the role and influence of political and social institutions on a state's political development. The implications of this development for governmental units should be discussed relative to current political and governmental situations. Field trips, observations, and interviews with state and local leaders should be encouraged whenever possible and content may also focus on school or social communities.

APPLIED TOPICS IN HISTORY

Grade Level: 9-12 Course # 1538Apl Applied Units: 2 Maximum Counts as a Social Studies Requirement or Elective for the Certification of Completion Prerequisite: None	*Applied Topics in History* provides students the opportunity to study specific historical eras, events, or concepts. Application of knowledge and development of historical research skills using primary and secondary sources is included. 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.