

LEGEND FOR INTERPRETING COURSE OFFERING

Honors	- Designates the more rigorous of two similar courses.
<u>AP</u>	- Advanced Placement testing will be made available and it is anticipated that top scholars will score well enough to earn college AP credit.
<u>ACP</u>	- College dual enrollment set up with various universities.
<u>IB</u>	- Designates International Baccalaureate diploma courses.
+	- Denotes <u>Prerequisite</u> for admission.

FINE ARTS

ART HISTORY 193

4024 (ART HIST)

Art History is a course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Recommended Grade Level: 9, 10, 11, or 12

Credits: a 1-semester course for 1 credit

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED ART HISTORY 194

4020 (ADV ART HST)

Advanced Art History is a course based on the Indiana Academic Standards for Visual Art. Students in this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. They build on knowledge and skills developed in Art History. Students continue to study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and 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. They utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Recommended Grade Level: 9, 10, 11, or 12

Credits: a 1-semester course for 1 credit

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO TWO-DIMENSIONAL ART (L) 171

4000 (2D ART)

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

Recommended Grade Level: 9, 10, 11, or 12

Credits: a one-semester course for 1 credit

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED TWO-DIMENSIONAL ART (L) +177

4004 (ADV 2D ART)

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

Recommended Grade Level: 9, 10, 11, 12

Recommended Prerequisites: Introduction to Two-Dimensional Art (L)

Credits: a one-semester course, 1 credit per semester.

The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma • Laboratory Course

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CERAMICS (L) +173

4040 (CERAMICS)

Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Recommended Grade Level: 9, 10, 11, or 12

Recommended Prerequisites: Introduction to Three-Dimensional Art (L)

Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SCULPTURE (L) +174

4044 (SCULPT)

Sculpture is a course based on the Indiana Academic Standards for Visual Art. Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Recommended Grade Level: 9, 10, 11, or 12

Recommended Prerequisites: Introduction to Three-Dimensional Art (L)

Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

JEWELRY (L) +176

4042 (JWLRY)

Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry 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 jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Recommended Grade Level: 9, 10, 11, or 12

Recommended Prerequisites: Introduction to Three-Dimensional Art (L)

Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

DRAWING (L) +178

4060 (DRAWING)

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

Recommended Grade Level: 10, 11, or 12

Recommended Prerequisites: Introduction to Two-Dimensional Art (L)

Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PAINTING (L) +180

4064 (PAINTING)

Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Recommended Grade Level: 10, 11, or 12

Recommended Prerequisites: Introduction to Two-Dimensional Art (L) and Drawing

Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED CERAMICS (L) +181

4040 (CERAMICS)

Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Recommended Grade Level: 10, 11, or 12

Recommended Prerequisites: Introduction to Three-Dimensional Art (L) and Ceramics

Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED DRAWING (L) +182

4060 (DRAWING)

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

Recommended Grade Level: 10, 11, or 12

Recommended Prerequisites: Introduction to Two-Dimensional Art (L) and Drawing

Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED PAINTING (L) +184

4064 (PAINTING)

Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Recommended Grade Level: 10, 11, or 12

Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Drawing and Painting

Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PHOTOGRAPHY (L) 187

4062 (PHOTOGRPH)

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Recommended Grade Level: 10, 11 or 12

Recommended Prerequisites: Introduction to Two-Dimensional Art

Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advance level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PRINTMAKING (L) +188

4066 (PRNTMKG)

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

Recommended Grade Level: 10, 11, or 12

Recommended Prerequisites: Introduction to Two-Dimensional Art

Credits: A one semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Laboratory Course

VISUAL ARTS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE +4102

4090 (VA H IB)

Visual Arts Higher Level, International Baccalaureate provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art. The course is based on the curriculum published by the International Baccalaureate Organization. It exemplifies and encourages an inquiring and integrated approach towards visual arts in their various historical and contemporary forms and promotes visual and contextual knowledge of art from various cultures. The course enables students to learn about themselves and others through individual and collaborative engagement with the visual arts. The core elements in common to each course are introduction to art concepts, criticism and analysis, acquisition of studio technical and media skills, and relation of art to sociocultural and historical contexts. This course is for the specialist visual arts student with creative and imaginative abilities, who may pursue the visual arts at university or college level. It consists of two compulsory parts: studio work—the practical exploration and artistic production; and research workbooks—*independent critical research and analysis, visual and written, in more than one culture.*

Recommended Grade Level: Grades 11 and 12

Recommended Prerequisites: Introduction to Two-Dimensional Art and Introduction to Three-Dimensional Art

Credits: 4 semester course, 1 credit per semester

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

VISUAL COMMUNICATION (L) +189

4086 (VIS COMM)

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.

Recommended Grade Level: 9-12

Recommended Prerequisites: Introduction to Two-Dimensional Art (L)

Credits: one-semester course, 1 credit per semester.

The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Counts as a Directed Elective or Elective for all diplomas

Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma or counts as a Directed Elective or Elective for any diploma

MUSIC

MIXED CHORUS (RADIANCE) 164 BEGINNING CHORUS (L)

4182 (BEG CHOR)

Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Recommended Grade Level: 9, 10, 11, or 12

Prerequisite: All students must meet and sing with directors for ensemble voicing and placement

Laboratory course

Credits: a 2-semester course for 2 credits. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MIXED CHORUS (VARSITY LIGHTS) 175 BEGINNING CHORUS (L)

4182 (BEG CHOR)

Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Recommended Grade Level: 9, 10, 11, or 12

Prerequisite: All students must meet and sing with directors for ensemble voicing and placement

Laboratory course

Credits: a 2-semester course for 2 credits. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INSTRUMENTAL ENSEMBLE (L) +161 (NORTHERN LIGHTS ORCHESTRA)

4162 (INSTR ENS)

Instrumental Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Recommended Grade Level: 9, 10, 11, or 12

Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CHAMBER ENSEMBLE (CHAMBER LIGHTS) +166
CHORAL CHAMBER ENSEMBLE (L)

4180 (CHRL ENSEM)

Choral Chamber Ensemble is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Recommended Grade Level: 9, 10, 11, or 12

Prerequisite: All students must meet and sing with directors for ensemble voicing and placement

Laboratory course Credits: a 2-semester course for 2 credits. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED CHORUS (STARLIGHTS) +167
CHORAL CHAMBER ENSEMBLE (L)

4180 (CHRL ENSEM)

Choral Chamber Ensemble is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Recommended Grade Level: 9, 10, 11, or 12

Prerequisite: All students must meet and sing with directors for ensemble voicing and placement

Laboratory course Credits: a 2-semester course for 2 credits. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED MIXED CHORUS (CONCERT) +168
ADVANCED CHORUS (L)

4188 (ADV CHOR)

Advanced Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Recommended Grade Level: 9, 10, 11, or 12

Prerequisite: All students must meet and sing with directors for ensemble voicing and placement

Laboratory course

Credits: a 2-semester course for 2 credits. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED LARGE CHAMBER ENSEMBLE (NORTHERN LIGHTS) +169 VOCAL JAZZ (L)

4184 (VOC JAZZ)

Vocal Jazz is based on the Indiana Academic Standards for High School Choral Music. Students in this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of vocal jazz. Instruction includes the study of the history and formative and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Recommended Grade Level: 9, 10, 11, or 12

Prerequisite: All students must meet and sing with directors for ensemble voicing and placement

Credits: a 2-semester course for 2 credits. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BEGINNING CONCERT BAND (L) (MARCHING BAND) +144

4160 (BEG BAND)

Beginning Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Recommended Grade Level: 9, 10, 11, or 12 Prerequisite: Audition

Laboratory course

Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTERMEDIATE CONCERT BAND (L) (CONCERT BAND) + 158

4168 (INT BAND)

Intermediate Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Recommended Grade Level: 9, 10, 11, or 12 Recommended Prerequisites: Audition

Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

DANCE CHOREOGRAPHY: BALLET, MODERN, JAZZ, OR ETHNIC-FOLK (L) +160 (COLOR GUARD)

4142 (DANCE CHR)

Dance Choreography is based on the Indiana Academic Standards for Dance. Learning activities in choreography are sequential and systematic and allow students to express themselves. A wide variety of materials and experiences are used in order to provide students with the knowledge, skills, and appreciation of the multi-styled and multicultural dance expressions. Choreographic activities provide students opportunities to participate in roles as a soloist, a choreographer or leader, and in a subject role. Students also explore a wide variety of choreographic philosophies as well as administrative and media skills necessary for the promotion and documentation of works to be performed. Students experience and learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals or companies.

Recommended Grade Level: 9, 10, 11, or 12

Prerequisite: Audition

Laboratory course

Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided defined proficiencies and content standards are utilized.

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

A non-licensed dance instructor may be contracted with a licensed Fine Arts teacher serving as the teacher of record.

MUSIC THEORY AND COMPOSITION I (L) +142

4208 (MUS THEORY)

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

Recommended Grade Level: 9, 10, 11, or 12

Prerequisite: Students with previous music performance and advanced experience. This course is not an introductory music-learning course.

Credits: a 1 semester course for 1 credit. The nature of this course allows for two successive semesters of instruction, provided that defined standards are utilized.

Fulfills requirement for two Fine Arts credits (if taken for 2 semesters) for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MUSIC STANDARD LEVEL, INTERNATIONAL BACCALAUREATE +4164

4214 (MUS S IB)

Music Standard Level, International Baccalaureate promotes a greater awareness and understanding of the power and variety of musical experiences for students who have a general interest in music, and also for students who intend to continue their formal study of music at university or conservatoire level. The course is based on the curriculum published by the International Baccalaureate Organization. It exposes students to a broad spectrum of music, ranging from classical and modern western traditions to the music of other regions and cultures. The course balances the creative and practical aspects of music with the theoretical or academic. Students study musical perception and analysis, enabling them to undertake studies of a wide range of musical genres and styles. Students also participate in the creation of music through compositions or performance. There are three compulsory parts: solo performance option for the student who has a background in musical performance, including musical perception and analysis; and vocal or instrumental solo performance—one or more recitals; group performance option for students with a general interest in music, or for those without prior experience, particularly members of ensembles, including musical perception and analysis and group performance—two or more public performances; and a composition option for the student who has a background in musical composition, including musical perception and analysis and composition—two contrasting compositions. Musical perception and analysis is a part of the syllabus common to all course options and consists of three elements: study of prescribed works; study of musical genres and styles; and musical investigation.

Recommended Grade Level: Grades 11 and 12

Prerequisite: Successful completion of Music *Theory I* and *Music Theory II*. If the student is not taking the composition component for the IB diploma, the student is required to be in a school performing ensemble.

Credits: 2 semester course, 1 credit per semester

Fulfills a Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

BUSINESS

INTRODUCTION TO ACCOUNTING 206

4524 (ACC I)

Introduction to Accounting is a business course that introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making. Instructional strategies should include the use of computers, projects, simulations, case studies, and business experiences requiring the application of accounting theories and principles.

Recommended Grade Level: 10-11

Recommended Prerequisite: Must be grade 10-12

Credits: A two-credit course over two semesters

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED ACCOUNTING +208

4522 (ADV ACC)

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

Recommended Grade Level: 11, 12

Required Prerequisites: Introduction to Accounting

Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors Diplomas

Qualifies as a quantitative reasoning course

INTRODUCTION TO ENTREPRENEURSHIP 210

5967 (INTO ENTR)

Introduction to Entrepreneurship provides an overview of what it means to be an Entrepreneur. Student will learn about starting and operating a business, marketing products and services, and how to find resources to help in the development of a new venture. This course is ideal for students interested in starting their own art gallery, salon, restaurant, etc.

Recommended Grade Level: 9, 10

Recommended Prerequisites: Must be grade 10-12

Credits: A two-credit course over two semesters

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors Diplomas

PRINCIPLES OF BUSINESS MANAGEMENT 211

4562 (BUS MGMT)

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

Recommended Grade Level: 10-12

Recommended Prerequisites: None

Credits: A two-credit course over two semesters

Counts as a Directed Elective Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors Diplomas

BUSINESS MATH +214

4512 (BUS MATH)

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

Recommended Grade Level: 12

Recommended Prerequisite: Counselor Placement Only

Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits

Fulfills a Mathematics requirement for the General Diploma only or counts as an Elective or Directed Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PREPARING FOR COLLEGE AND CAREERS 215

5394 (PREP CC)

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

Recommended Grade Level: 9

Recommended Prerequisites: None

Credits: A one credit course over one semester

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PERSONAL FINANCIAL RESPONSIBILITY 218

4540 (PRSFINRSP)

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

Recommended Grade Level: Grade 10 - 12

Recommended Prerequisites: None

Credits: A one-credit course over one semester

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Meets Indiana's financial literacy requirement (IC 20-30-5-19)

PRINCIPLES OF MARKETING 213

5914 (PRN MRKT)

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

Recommended Grade Level: 10-12

Recommended Prerequisites: None

Credits: two-semester course, 1 credit per semester, 2 credits maximum

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

WORLD LANGUAGES

SPANISH I 300

2120 (SPAN I)

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

Recommended Grade Level: 9-12

Recommended Prerequisites: C or better in previous year's English course Credits: A 2-credit course

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH II +302

2122 (SPAN II)

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

Recommended Grade Level: 9-12

Recommended Prerequisites: C or better in Spanish I Credits: A 2-credit course

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH II HONORS +309

2122 (SPAN II)

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

Recommended Grade Level: 9-12

Recommended Prerequisites: Recommendation from level 1 instructor Credits: A 2-credit course

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH III +304

2124 (SPAN III)

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

Recommended Grade Level: 9-12

Recommended Prerequisites: C or better in Spanish I and II Credits: A 2-credit course

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

ADVANCED WORLD LANGUAGE (SPAN III) COLLEGE CREDIT +305

2152 (WLD LANG CC)

Advanced World Language, College Credit is a course covering (1) any advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school, or (2) any other postsecondary world language course offered for dual credit under the provisions of 511 IAC 6-10.

Recommended Grade Level: 11-12

Recommended Prerequisites: 3.0 in Spanish II

Credits: 1 credit per semester. May be offered for successive semesters

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

This course may be used for multiple dual credit college courses in world languages

Dual Credit through Ivy Tech. Students must purchase the textbook.

ADVANCED WORLD LANGUAGE (SPAN IV) COLLEGE CREDIT +312

2152 (WLD LANG CC)

Advanced World Language, College Credit is a course covering (1) any advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school, or (2) any other postsecondary world language course offered for dual credit under the provisions of 511 IAC 6-10.

Recommended Grade Level: 11-12

Prerequisites: 3.0 in Advanced World Language (Spanish III) College Credit (+305)

Credits: 1 credit per semester. May be offered for successive semesters

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

This course may be used for multiple dual credit college courses in world languages

Dual Credit through Ivy Tech. Students must purchase the textbook.

IB SPANISH, SL +4300
WORLD LANGUAGE B STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2308 (WLB S IB)

World Language B Standard Level, International Baccalaureate is a world language course for students with two to five years previous experience in learning the target language and prepares students to be successful on the International Baccalaureate exam for the target language. This course prepares students to use the target language appropriately in a range of situations and contexts and for a variety of purposes, and also focuses on language acquisition and development in the four primary language skills of listening, speaking, reading, and writing. Language skills are developed through the study and use of a range of written and spoken material, which extends from everyday oral exchanges to literary texts related to the target cultures. The course is further designed to promote an awareness of, and sensitivity to, the cultures related to the language studied.

Recommended Grade Level: Grades 11 or 12

Recommended Prerequisites: Accelerated Spanish III

Credits: 2 semester course, 1 credit per semester

Counts as a World Language Course for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective or Directed Elective for any diploma

GERMAN I 350

2040 (GER I)

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

Recommended Grade Level: 9-12

Recommended Prerequisites: C or better in previous year's English course

Credits: A 2-credit course

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN II +352

2042 (GER II)

German II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for German language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of German-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding German language and culture outside of the classroom. Recommended Grade Level: 9-12

Recommended Prerequisites: C or better in German I

Credits: A 2-credit course, 2 semesters

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN II HONORS +353

2042 (GER II)

German II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for German language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of German-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding German language and culture outside of the classroom. Recommended Grade Level: 9-12

Recommended Prerequisites: Recommendation from level 1 instructor

Credits: A 2-credit course, 2 semesters

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN III +354

2044 (GER III)

German III, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for German language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of German-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding German language and culture outside of the classroom. Recommended Grade Level: 9-12

Recommended Prerequisites: C or better in German I and II

Credits: A 2-credit course, 2 semesters

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN III HONORS +358

2044 (GER III)

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

Recommended Grade Level: 10-12

Recommended Prerequisites: Recommendation from level 2 instructor

Credits: A 2-credit course, 2 semesters

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

GERMAN IV +356

2046 (GER IV)

German 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 German-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 German language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native German speakers.

Recommended Grade Level: 10-12

Recommended Prerequisites: C or better in German I, German II and German III

Credits: A 2-credit course

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

IB GERMAN, SL +4350

WORLD LANGUAGE B STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2308 (WLB S IB)

World Language B Standard Level, International Baccalaureate is a world language course for students with two to five years previous experience in learning the target language and prepares students to be successful on the International Baccalaureate exam for the target language. This course prepares students to use the target language appropriately in a range of situations and contexts and for a variety of purposes, and also focuses on language acquisition and development in the four primary language skills of listening, speaking, reading, and writing. Language skills are developed through the study and use of a range of written and spoken material, which extends from everyday oral exchanges to literary texts related to the target cultures. The course is further designed to promote an awareness of, and sensitivity to, the cultures related to the language studied.

Recommended Grade Level: Grades 11 or 12

Recommended Prerequisites: Accelerated German III

Credits: 2 semester course, 1 credit per semester

Counts as a World Language Course for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective or Directed Elective for any diploma

CHINESE I +320

2000 (CHI I)

Chinese I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Chinese language learning, and to various aspects of Chinese-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 simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Chinese-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 Chinese language and culture outside of the classroom.

Recommended Grade Level: 9-12

Recommended Prerequisites: C or better in previous year's English course

Credits: A 2-credit course

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

CHINESE II +321

2002 (CHI II)

Chinese II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Chinese 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 sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Chinese-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 Chinese language and culture outside of the classroom.

Recommended Grade Level: 9-12

Recommended Prerequisites: C or better in Chinese I

Credits: A 2-credit course

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

CHINESE IV +323

2006 (CHI IV)

Chinese 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 Chinese-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 Chinese language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Chinese speakers.

Recommended Grade Level: 12

Recommended Prerequisites: C or better in Chinese I, Chinese II and Chinese III

Credits: A 2-credit course

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

IB CHINESE, SL +4320

WORLD LANGUAGE B STANDARD LEVEL, INTERNATIONAL BACCALAUREATE

2308 (WLB S IB)

World Language B Standard Level, International Baccalaureate is a world language course for students with two to five years previous experience in learning the target language and prepares students to be successful on the International Baccalaureate exam for the target language. This course prepares students to use the target language appropriately in a range of situations and contexts and for a variety of purposes, and also focuses on language acquisition and development in the four primary language skills of listening, speaking, reading, and writing. Language skills are developed through the study and use of a range of written and spoken material, which extends from everyday oral exchanges to literary texts related to the target cultures. The course is further designed to promote an awareness of, and sensitivity to, the cultures related to the language studied.

Recommended Grade Level: Grades 11 or 12

Recommended Prerequisites: Accelerated Chinese III

Credits: 2 semester course, 1 credit per semester

Counts as a World Language Course for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective or Directed Elective for any diploma

HEALTH AND PHYSICAL EDUCATION

HEALTH & WELLNESS EDUCATION 400

3506 (HLTH&WELL)

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

Recommended Grade Level: 9 – 12

Recommended Prerequisites: 8th grade health education

Credits: 1 credit, 1 semester course

Fulfills the Health & Wellness requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas

(This course is required to meet state graduation requirements.)

PHYSICAL EDUCATION I (L) 404

3542 (PHYS ED)

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

Recommended Grade Level: 9 – 12

Recommended Prerequisites: Grade 8 Physical Education

Credits: 1 credit per semester

Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.

Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.

As a designated laboratory course, 25% of course time must be spent in activity

(This course is required to meet state graduation requirements.)

FITNESS/WEIGHT TRAINING +408
ELECTIVE PHYSICAL EDUCATION (L)

3560 (ELECT PE)

Elective Physical Education, a course based on selected standards from *Indiana's Academic Standards for Physical Education*, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11. Recommended Grade Level: 10 – 12

Recommended Prerequisites: Successful completion of Freshman PE with a C or above or teacher permission if taking a second or third time must have above a "C" in previous class

Credits: 2 credit 2 semester course. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.

Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.

Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.

As a designated laboratory course, 25% of course time must be spent in activity.

LIFEGUARDING/WATER SAFETY INSTRUCTION +414
ELECTIVE PHYSICAL EDUCATION (L)

3560 (ELECT PE)

Elective Physical Education, a course based on selected standards from *Indiana's Academic Standards for Physical Education*, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11. Recommended Grade Level: 10 – 12

Recommended Prerequisites: Students must be fifteen (15) years old and be able to swim 550 yards using specified strokes, swim 20 yards, submerge to minimum depth of 7 feet, retrieve a 10-pound object and return to the surface and swim 20 yards back to starting point in 1 minute 40 seconds. Students must also swim 5 yards, submerge and retrieve 3 dive rings placed 5 yards apart in 4-7 feet of water; resurface; and swim 5 yards to the side of the pool.

Credits: 2 credit 2 semester course. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.

Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.

Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.

As a designated laboratory course, 25% of course time must be spent in activity.

HEALTHY CHOICES AND CHANGES +416
ELECTIVE PHYSICAL EDUCATION (L)

3560 (ELECT PE)

Elective Physical Education, a course based on selected standards from *Indiana's Academic Standards for Physical Education*, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11. Recommended Grade Level: 10 – 12

Recommended Prerequisites: Successful completion of Freshman PE with a C or above or teacher permission
Credits: 2 credit 2 semester course. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.

Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.

Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment. As a designated laboratory course, 25% of course time must be spent in activity.

SPORT AND REC FITNESS +418
ELECTIVE PHYSICAL EDUCATION (L)

3560 (ELECT PE)

Elective Physical Education, a course based on selected standards from *Indiana's Academic Standards for Physical Education*, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11. Recommended Grade Level: 10 – 12

Recommended Prerequisites: Successful completion of Freshman PE with a C or above or teacher permission
Credits: 2 credit 2 semester course. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.

Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.

Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.

As a designated laboratory course, 25% of course time must be spent in activity.

FAMILY & CONSUMER SCIENCES

NUTRITION AND WELLNESS 502

5342 (NTRN WLNS)

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

Recommended Grade Level: 9, 10, 11, 12

Recommended Prerequisites: None

Credits: 1 credit per semester, maximum of 1 semester, 1 credit maximum.

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

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED NUTRITION AND WELLNESS +503

5340 (ADV NTRN WEL)

Advanced Nutrition and Wellness is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. Advanced Nutrition and Wellness is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. This course builds on the foundation established in Nutrition and Wellness, which is a required prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. Topics include extensive study of major nutrients, nutritional standards across the lifespan, influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation. This course is the second in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

Recommended Grade Level: 10, 11, 12

Recommended Prerequisites: Nutrition and Wellness

Credits: 1 Credit per semester, maximum of 2 semesters, 2 Credits maximum

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

NUTRITION & WELLNESS: FITNESS AND NUTRITION +508

5342 (NTRN WLNS)

Nutrition and Wellness: Fitness and Nutrition is a course that is focused more on the fitness aspect of wellness and nutrition which not only introduces students to food preparation so they can become self-sufficient in accessing healthy and nutritious foods, but also includes educating students on how to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. This class is co-taught with a teacher in the Physical Education Department and a teacher in Family and Consumer Sciences.

Recommended Grade Level: 10-12

Recommended Prerequisites: Physical Education Mandatory

Credits: A two-credit, two semester course; one credit per semester

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTERPERSONAL RELATIONSHIPS 504A

INTERPERSONAL RELATIONSHIPS

5364 (INTRP RLT)

Interpersonal Relationships addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of interpersonal relationships. Topics include components of healthy relationships, roles and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g., power, conflicting interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communications styles; techniques for effective communication, leadership and teamwork; individual and group goal setting and decision making; preventing and managing stress and conflict; addressing violence and abuse; and related resources, services and agencies. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

Recommended Grade Level: Grade 9 and up

Recommended Prerequisites: None

Credits: One-semester, one credit per semester

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

One of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)

CHILD DEVELOPMENT 504 B

5362 (CHLD DEV)

Child Development addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of child development and parenting. The focus is on research-based nurturing and parenting practices and skills, including brain development research, 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. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This course is recommended for all students regardless of their career cluster or pathway to build basic parenting skills and is especially appropriate for students with interest in human services and education-related careers.

Recommended Grade Level: Grade 9 and up

Recommended Prerequisites: None

Credits: One-semester, one credit Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

One of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)

INTRODUCTION TO HOUSING AND INTERIOR DESIGN +505

5350 (INT HSINT DES)

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 design ideas. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach will be utilized requiring higher-order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.

Recommended Grade Level: 10

Recommended Prerequisites: None

Credits: 1 credit per semester, maximum of 2 semesters, 2 credits maximum

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

HUMAN DEVELOPMENT AND WELLNESS COLLEGE CREDIT+510

5366 (HUMAN DEV)

Human Development and Wellness is valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. Authentic applications through service learning are encouraged.

Recommended Grade Level: 10, 11, 12

Recommended Prerequisites: None

Credits: 1 credit per semester, 2 credits maximum

Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses.

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Dual credit through Ivy Tech. Student must purchase textbook.

INDUSTRIAL TECHNOLOGY

PROJECT LEAD THE WAY (PLTW) Pre-Engineering Curriculum

Project Lead the Way (PLTW) is a national pre-engineering program forming partnerships among schools, higher education, and the private sector. The major goal is to increase the quantity and quality of engineers and engineering technologists nationwide. PLTW has developed a four year sequence of course which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor, and discipline of engineering and engineering technology prior to entering college. Credited courses may count as academic honors diploma credits / IB diploma elective credits. All PLTW courses have a seat limit of 24 students per section. If there are more student requests than available seats in a course, students will be selected on grade level beginning with seniors down to freshmen.

INTRODUCTION TO ENGINEERING DESIGN COLLEGE CREDIT 564

4812 PLTW (IED)

Introduction to Engineering Design is an introductory course which develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, is state of the art and are currently being used by engineers throughout the United States. Only those schools having a signed agreement with the national Project Lead the Way organization can use this course title.

Recommended Grade Levels: 9-12

Recommended Prerequisite: None, but strong recommendation for students taking this course to have a B average or better in Algebra I or higher math course.

Credits: A two credit, two semester course

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Dual credit through Ivy Tech.

CIVIL ENGINEERING AND ARCHITECTURE COLLEGE CREDIT +570

4820 PLTW (CEA)

Civil Engineering and Architecture is a course that 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. Only those schools having a signed agreement with the national Project Lead The Way organization can use this course title.

Recommended Grade Levels: 10-12

Prerequisites: Introduction to Engineering Design – strong recommendation for students taking this course to have a B average or better in Algebra I or higher math course:

Credits: A two credit, two semester course

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Dual credit through Ivy Tech.

PRINCIPLES OF ENGINEERING COLLEGE CREDIT +572

4814 PLTW (POE)

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in postsecondary education programs and engineering careers. They will also learn how engineers address concerns about the social and political consequences of technological change.

Recommended Grade Levels: 9-10

Prerequisites: Introduction to Engineering Design – strong recommendation for students taking this course to have a B average or better in Algebra I or higher math course and Civil Engineering and Architecture

Credits: A two credit, two semester course

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Dual credit through Ivy Tech.

COMPUTER INTEGRATED MANUFACTURING COLLEGE CREDIT +573

4810 PLTW (CIM)

Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes. NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.

Recommended Grade Level: 11-12

Required Prerequisites: Introduction to Engineering Design and Principles of Engineering

Credits: A two credit, two semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Dual credit through Ivy Tech

Qualifies as a quantitative reasoning course

COMPUTERS IN DESIGN AND PRODUCTION 550

4800 (COMP DES)

Computers in Design and Production is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills for electronics, manufacturing, precision machining, welding, and architecture career pathways. Students apply ingenuity using tools, materials, processes, and resources to create solutions as it applies in the electronics, manufacturing, precision machining, welding, and architecture. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should address major technological content related to topics such as: Architectural drawing and print design, design documentation using CAD systems; assignments involving the interface of CAD, CNC, CAM and CIM technologies; computer simulation of products and systems; publishing of various media; animation and related multimedia application; 3-D modeling of products or structures; digital creation and editing of graphics and audio files; control technologies; and automation in the modern workplace.

Recommended Grade Level: 9, 10

Recommended Prerequisites: None

Credits: A two-credit, two semester course, two semesters required, one credit per semester, two credits max.

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

One of the courses specified in the sequence of courses for all Career Clusters and all of Indiana's College and Career Pathway Plans

INTRODUCTION TO MANUFACTURING 560

4784 (INT MAN)

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

Recommended Grade Level: 9-12

Recommended Prerequisites: None

Credits: 1 credit per semester, 2 semester maximum, maximum of 2 credits

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED MANUFACTURING +561

5608 (ADV MFTG I)

Advanced Manufacturing I is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Domains include safety and impact, electricity, manufacturing essentials, fluid power principals, mechanical principals, lean manufacturing, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students take this course with the goal of being a skilled machine operator, repair technician, or working in management at any company that produces goods and services using advanced manufacturing techniques. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

Recommended Grade Level: 11-12

Recommended Prerequisites: Introduction to Advanced Manufacturing

Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO TRANSPORTATION +578

4798 (INT TRANS)

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

Recommended Grade Level: 9-12

Recommended Prerequisites: None

Credits: 1 credit per semester, 2 semester maximum, maximum of 2 credits

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGINEERING DESIGN AND DEVELOPMENT +530

5698 non-PLTW (ENG DES DEV)

Engineering Design and Development is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous pre-engineering courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in critical thinking and problem-solving skills, time management and teamwork skills, a valuable set for students' future careers.

Recommended Grade Level: 12

Recommended Prerequisites: Introduction to Engineering Design, Principles of engineering Design, and one specialty course. APPLICATION REQUIRED.

Credits: 1 credit per semester, 2 semesters maximum, maximum of 2 credits

Counts as a Directed elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

TECHNOLOGY ENTERPRISES +565

4806 (TECH ENTER)

Technology Enterprises is an application course that allows students to apply technological, engineering, and managerial principles in organizing, financing, and operating a company to produce a product, structure, or service. Students learn through this course how enterprises are developed and operated in an efficient manner. The key focus of this course is to allow students to structure and operate a real-life enterprise within the classroom environment. Students learn about the kinds of productive enterprises; principles of management; how to develop products and services; how to organize an enterprise; how to operate an enterprise; the delivery of products or services; the marketing of products or services and the closing of an enterprise

Recommended Grade Level: 11-12

Recommended Prerequisite: Introduction to Manufacturing or Introduction to Advanced Manufacturing

Credits: 1 semester course, 1 credit per semester, 1 credit maximum

Counts as a Directed Elective or Elective for the General, core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CAREER EXPLORATION INTERNSHIP (WORK EXPERIENCE) 939

0530 (CARR EXP)

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 where 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 various 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 the student make the connection between academic learning and their work-related experiences. Specific instructional objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

Prerequisite: None

Recommended Grade Level: 12

2 credits over 1 semester

This course may be taken for an additional semester to allow students to explore a second career area.

150 hours of workplace and classroom activities are required for the two credits. Of the 150 hours, 18-36 hours must be spent in classroom activities. Schools on block schedules may proportionately adjust the total number of hours to meet the local standard, provided that students spend at least one hour a week in classroom activities.

This course is exploratory in nature and, as such, does not qualify for reimbursement under the career-technical (vocational) funding formula.

ENGLISH

ENGLISH 9 +600

1002 (ENG 9)

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

Recommended Grade Level: Grade 9

Recommended Prerequisites: None

Credits: 2 credits, a two-semester course with 1 credit per semester

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

ENGLISH 9 HONORS +602

1002 (ENG 9)

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

Recommended Grade Level: Grade 9

Recommended Prerequisites: By invitation only

Credits: 2 credits, a two-semester course with 1 credit per semester

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

ENGLISH 10 +612

1004 (ENG 10)

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

Recommended Grade Level: Grade 10

Recommended Prerequisites: English 9 or teacher recommendation

Credits: 2 credits, a two-semester course with 1 credit per semester

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

ENGLISH 10 HONORS +614

1004 (ENG 10)

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

Recommended Grade Level: Grade 10

Recommended Prerequisites: English 9 or teacher recommendation

Credits: 2 credits, a two-semester course with 1 credit per semester

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

ENGLISH 11 +618

1006 (ENG 11)

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

Recommended Grade Level: Grade 11

Recommended Prerequisites: English 9 and English 10 or teacher recommendation

Credits: 2 Credits, a 2 Semester course with 1 Credit per Semester

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

ENGLISH 12 +624

1008 (ENG 12)

English 12, an integrated English course based on *Indiana's Academic Standards for English Language Arts for Grade 12* and the *Common Core State Standards for English Language Arts*, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

Recommended Grade Level: Grade 12

Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation

Credits: 2 Credits, 2 Semester Course with 1 Credit per Semester

Fulfills an English language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with technical Honors diplomas

ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT +628

1058 (LIT/COMP AP)

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. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

Recommended Grade Level: Grades 11 and 12

Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation

Credits: 2 credits, a two-semester course with 1 credit per semester

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

College Board does NOT designate the grade level (Grade 11 or 12) when this course should be offered.

English 12 could be incorporated into this course, if this course is offered at Grade 12

ADVANCED COMPOSITION +636

ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT

1124 (ADV ENG CC)

Advanced English/Language Arts, College Credit, is an advanced course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts in Grades 11 and 12. This course title covers any English language and composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. It also covers any other postsecondary English language and composition course offered for dual credit under the provisions of the Indiana Code (511 IAC 6-10: Rule 10 - Postsecondary Enrollment Program).

Recommended Grade Level: Grades 11 or 12

Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation

Credits: 1 credit per semester. May be offered for successive semesters

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

Dual credit through Ivy Tech. Students must purchase the textbook.

SPEECH +633

1076 (SPEECH)

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.

Recommended Grade Level: Grades 9-12

Recommended Prerequisites: None

Credits: A one credit course over one semester

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

ADVANCED ENGLISH/LA SPEECH, COLLEGE CREDIT +631

1076 (SPEECH)

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.

Recommended Grade Level: Grades 9-12

Recommended Prerequisites: None

Credits: A one credit course over one semester

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

Dual credit through IU. Students must purchase the textbook.

ADVANCED LITERATURE +634

ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT

1124 (ADV ENG CC)

Advanced English/Language Arts, College Credit, is an advanced course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts in Grades 11 and 12. This course title covers any English language and composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. It also covers any other postsecondary English language and composition course offered for dual credit under the provisions of the Indiana Code (511 IAC 6-10: Rule 10 – Postsecondary Enrollment Program).

Recommended Grade Level: Grades 11 or 12

Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation

Credits: 1 credit per semester. May be offered for successive semesters

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

Dual credit through Ivy Tech. Students must purchase the textbook.

***LANGUAGE A1 HIGHER LEVEL, INTERNATIONAL BACCALAUREATE +4602 (11th)**

1130 (LA A1H IB)

Language A1 Higher Level, International Baccalaureate is a pre-university literature course in the student's native or best language. Language A1 promotes an appreciation of literature and knowledge of the student's own culture, along with that of other societies, and develops the student's powers of expression, both in oral and written communication. The course emphasizes the skills involved in writing and speaking in a variety of styles and situations and offers the student the opportunity to read 11-15 works grouped by genres. Works are chosen from a broad list of prescribed authors and works representing different literary periods, genres, and regions in the target language, as well as literature in translation.

Recommended Grade Level: Grades 11 and 12

Credits: 4 semester course, 1 credit per semester

Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

***LANGUAGE A1 HIGHER LEVEL, INTERNATIONAL BACCALAUREATE +4603 (12th)**

1130 (LA A1H IB)

Language A1 Higher Level, International Baccalaureate is a pre-university literature course in the student's native or best language. Language A1 promotes an appreciation of literature and knowledge of the student's own culture, along with that of other societies, and develops the student's powers of expression, both in oral and written communication. The course emphasizes the skills involved in writing and speaking in a variety of styles and situations and offers the student the opportunity to read 11-15 works grouped by genres. Works are chosen from a broad list of prescribed authors and works representing different literary periods, genres, and regions in the target language, as well as literature in translation.

Recommended Grade Level: Grades 11 and 12

Credits: 4 semester course, 1 credit per semester

Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

DRAMATIC LITERATURE +638

1028 (DRAMA LIT)

Dramatic Literature, a course based on Indiana's Academic Standards for English/Language Arts, is a study of plays and literary art as different from other literary genres. Students view live, televised, or filmed productions and stage scenes from plays or scripts. Students examine tragedies, comedies, melodramas, musicals or operas created by important playwrights and screenwriters representing the literary movements in dramatic literature. Students analyze how live performance alters interpretation from text and how developments in acting and production have altered the way we interpret plays or scripts. Students analyze the relationship between the development of dramatic literature as entertainment and as a reflection of or influence on the culture.

Recommended Grade Level: Grades 11 or 12

Recommended Prerequisites: English 9, English 10, or teacher recommendation

Credits: A one credit course over one semester

STUDENT PUBLICATIONS +642

1086 (STDNT PUBS)

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

Recommended Grade Level: Grades 9, 10, 11, or 12

Recommended Prerequisites: Journalism, Mass Media, or teacher recommendation

Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three- or four-years by titling the course Beginning, Intermediate, or Advanced.

Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or two (2) credits accrued as an English/Language Arts requirement for the General Diploma only if the course work addresses Indiana's Academic Standards for English/Language Arts

Journalism Academic Career Path form; *High School Journalism Standards*; *Student Publications Standards*: <http://www.doe.in.gov/opd/languagearts/publications.html>

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

MATHEMATICS

ALGEBRA I LAB 701

2516 (ALG I LAB)

Algebra I Lab is a mathematics support course for *Algebra I*. *Algebra I Lab* should be taken while students are concurrently enrolled in *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.

Recommended Prerequisite: By invitation only

Credits: A two credit course, one credit per semester

Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Algebra I Lab is designed as a support course for *Algebra I*. As such, a student taking *Algebra I Lab* must also be enrolled in *Algebra I* during the same academic year.

ALGEBRA I 704

2520 (ALG I)

Algebra I formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise *Algebra I*: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Credits: A two credit course

Fulfills the *Algebra I/Integrated Mathematics I* requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Students pursuing Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diploma should receive credit for *Algebra I* by the end of Grade 9

ALGEBRA I HONORS 709

2520 (ALG I)

Algebra I formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise *Algebra I*: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Credits: A two credit course

Fulfills the *Algebra I/Integrated Mathematics I* requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Students pursuing Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diploma should receive credit for *Algebra I* by the end of Grade 9

MATH 10 +717

2531 (MTH10)

Math 10 is a new two-semester course designed to reinforce and elevate the Algebra 1 and 7th and 8th grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra 1 and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I or Integrated Math I teacher based on diagnostic results of performance in Algebra I and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state's graduation qualifying exam in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student's needs and delivered through competency-based units with frequent pre and post assessment data analyzed to drive instructional design and delivery.

Recommended Grade Level: 9, 10

Recommended Prerequisites: Students who have attempted a complete year of Algebra 1

Credits: 2 semester course, 1 credit per semester

Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

GEOMETRY +706

2532 (GEOM)

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the *Geometry* course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedral. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Recommended Prerequisite: Passed Algebra I

Credits: A two credit course

Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

GEOMETRY HONORS +708

2532 (GEOM)

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the *Geometry* course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedral. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Recommended Prerequisite: Passed Algebra I

Credits: A two credit course

Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

ALGEBRA II +710

2522 (ALG II)

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Recommended Prerequisite: Algebra I

Credits: A two credit course

Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

ALGEBRA II HONORS +712

2522 (ALG II)

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Recommended Prerequisite: Completed Algebra I in middle school or recommendation by teacher

Credits: A two credit course

Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

PRE-CALCULUS/TRIGONOMETRY College Credit +718

2564 (PRECAL/TRIG)

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

Recommended Prerequisite: Algebra II and Geometry

Credits: A two-credit course

Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Dual credit through Ivy Tech. Students must purchase the textbook.

CALCULUS AB, ADVANCED PLACEMENT +720

2562 (CALC AB AP)

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

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

Recommended Grade Level: Grades 10 - 12 Credits: A two credit course, 1 credit per semester

Recommended Prerequisite: Pre-Calculus

Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Students enrolled in this course must take the AP exam.

MATHEMATICS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE +4720

2584 (MATH S IB)

Mathematics Standard Level, International Baccalaureate includes seven core topics: algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus.

Recommended Grade Level: Grades 11 and 12

Recommended prerequisites: Algebra II and Geometry

Credits: 2 semester course, 1 credit per semester

Counts as a junior or senior Mathematics Course for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective for any diploma

MATHEMATICAL STUDIES STANDARD LEVEL, INTERNATIONAL BACCALAUREATE +4700

2586 (MA ST S IB)

Mathematical Studies Standard Level, International Baccalaureate includes eight core topics: introduction to the graphic display calculator, number and algebra, sets, logic and probability, functions, geometry and trigonometry, statistics, introductory differential calculus, and financial mathematics.

Recommended Grade Level: Grades 11 and 12

Recommended prerequisites: Algebra II and Geometry

Credits: 2 semester course, 1 credit per semester

Counts as a junior or senior Mathematics Course for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective for any diploma

MATHEMATICS HIGHER LEVEL, INTERNATIONAL BACCALAUREATE +4710

2582 (MATH H IB)

Mathematics Higher Level, International Baccalaureate includes seven core topics: algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus. In addition, students also must complete one of the following four options: statistics and probability, sets, relations and groups, series and differential equations, or discrete mathematics.

Recommended Grade Level: Grades 11 and 12

Recommended prerequisites: AP Calculus or teacher recommendation

Credits: 4 semester course, 1 credit per semester

Counts as a junior or senior year Mathematics Course as required for Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or as an Elective for any diploma

SCIENCE

BIOLOGY I (L) 752

3024 (BIO I)

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.

Recommended Grade Level: 9

Recommended Prerequisite: None

Credits: A two credit course

Fulfills the Biology requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOLOGY I HONORS (L) +754

3024 (BIO I)

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.

Recommended Grade Level: 9

Recommended Prerequisite: 85% or better in 8th grade science

Credits: A two credit course

Fulfills the Biology requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOLOGY II HONORS (L) +755

3026 (BIO II)

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.

Recommended Grade Level: 11-12

Recommended Prerequisite: Biology I, Chemistry

Credits: A two credit course

Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOLOGY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE +4752 (11th)

3032 (BIO H IB)

Biology Higher Level, International Baccalaureate focuses on six core topics: cells, the chemistry of life, genetics, ecology, evolution, and human health and physiology. Students must complete additional study in eight topics: nucleic acids and proteins, cell respiration and photosynthesis, human reproduction, defense against infectious disease, nerves, muscles and movement, excretion, and plant science. Optional course topics for students include diet and human nutrition, physiology of exercise, neurobiology and behavior, applied plant and animal science, and ecology and conservation.

Recommended Grade Level: Grades 11 and 12

Recommended Prerequisite: Biology I, preferably H Biology I, Chemistry I, 85% average in Chemistry

Credits: 4 semester course, 1 credit per semester

Counts to fulfill the Biology I requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

BIOLOGY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE +4753 (12th)

3032 (BIO H IB)

Biology Higher Level, International Baccalaureate focuses on six core topics: cells, the chemistry of life, genetics, ecology, evolution, and human health and physiology. Students must complete additional study in eight topics: nucleic acids and proteins, cell respiration and photosynthesis, human reproduction, defense against infectious disease, nerves, muscles and movement, excretion, and plant science. Optional course topics for students include diet and human nutrition, physiology of exercise, neurobiology and behavior, applied plant and animal science, and ecology and conservation.

Recommended Grade Level: Grades 11 and 12

Recommended Prerequisite: Biology I, preferably H Biology I, Chemistry I, 85% average in Chemistry

Credits: 4 semester course, 1 credit per semester

Counts to fulfill the Biology I requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

INTEGRATED CHEMISTRY-PHYSICS (L) +758

3108 (ICP)

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures

Recommended Grade Level: 9

Recommended Prerequisite: Biology

Credits: A two credit course

Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

CHEMISTRY I (L) +764

3064 (CHEM I)

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Recommended Grade Level: 10-12

Recommended Prerequisite: B in Biology or Integrated Chemistry and Physics, Passed Algebra I

Credits: A two credit course

Fulfills the 2 credit requirement for Chemistry I for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

CHEMISTRY I HONORS (L) +765

3064 (CHEM I)

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Recommended Grade Level: 10-12

Recommended Prerequisite: 85% or better in Biology or Honors Biology

Credits: A two credit course

Fulfills the 2 credit requirement for Chemistry I for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

PHYSICS I (L) +766

3084 (PHYS I)

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Recommended Grade Level: 11-12

Recommended Prerequisite: Chemistry I preferred, 85% or better in Algebra II

Credits: A two credit course

Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

PHYSICS I HONORS (L) +769

3084 (PHYS I)

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Recommended Grade Level: 11-12

Recommended Prerequisite: Chemistry I preferred, 85% or better in Algebra II

Credits: A two credit course

Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

Chemistry II

ADVANCED SCIENCE College Credit (L) +772

3066 (CHEM 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.

Recommended Grade Level: 11-12

Recommended Prerequisite: Chemistry I, Algebra II

Credits: A two Credit Course

Fulfills physical science requirement for the General diploma. Fulfills Chemistry credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Qualifies as a quantitative reasoning course

This is a dual credit course through Ivy Tech

PHYSICS STANDARD LEVEL, INTERNATIONAL BACCALAUREATE +4760

3098 (PHYS S IB)

Physics Standard Level, International Baccalaureate is designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Students study six topics: physics and physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. Students must complete additional study in six topics: measurement and uncertainties, mechanics, thermal physics, wave phenomena, electromagnetism, and quantum physics and nuclear physics. Optional course topics from which the student may choose two include biomedical physics, the history and development of physics, astrophysics, relativity, and optics. Further options would be mechanics extension, quantum physics, nuclear physics, and further energy.

Recommended Grade Level: Grades 11 or 12

Recommended Prerequisite: 85% or better in Physics, 85% or better in Pre-Calculus

Credits: 2 semester course, 1 credit per semester

Fulfills a Physics I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and a Science Course requirement of the General and International Baccalaureate diplomas or counts as an Elective for any diploma

ANATOMY & PHYSIOLOGY +782

5276 (A & P)

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

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

Recommended Grade Level: 11-12

Required Prerequisite: First-Year course of same discipline (Biology)

Recommended Prerequisite: Chemistry

Credits: A two-semester course, one credit per semester

Counts as a Life Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

PLTW PRINCIPLES OF BIOMEDICAL SCIENCES 775

5218 (PRIN BIOMED)

PLTW Principles of the Biomedical Sciences provides an introduction to this field through “hands-on” projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. **NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

Recommended Grade Level: 9th grade or permission from instructor

Recommended Prerequisites: Biology 1 or concurrent enrollment in Biology 1 is required

Credits: A two-semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors Diplomas.

This course is aligned with the potential for postsecondary courses for Dual Credit.

PLTW HUMAN BODY SYSTEMS +777

5216 (HUMAN SYST)

PLTW Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions. **NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.**

Recommended Grade Level: 10

Prerequisites: Principles of the Biomedical Sciences

Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Fulfills a Core 40 Science requirement for all diplomas

SOCIAL STUDIES

TOPICS IN HISTORY +818

1538 (TOP HIST)

Contemporary America is an introspective look at the events, politics, trends, and people that have shaped the course of American history over the past four decades (1970-present). This course will provide students with an opportunity to develop historical research skills using primary and secondary sources of that era. Students will also make connections with major themes within our society such as: major news events, advances in technology, social movements, politics, the arts, globalization, and the environment.

Recommended Grade Level: 10-12

Recommended Prerequisites: None

Credits: 1 semester course, 1 credit

Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

WORLD HISTORY AND CIVILIZATION 802

1548 (WLD HST/CVL)

World History emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice skills and process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

Recommended Grade Level: 10

Recommended Prerequisites: None

Credits: 2 semester course, 1 credit per semester

Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

WORLD HISTORY AND CIVILIZATION HONORS +803

1548 (WLD HST/CVL)

World History emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice skills and process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

Recommended Grade Level: 9 or 10

Recommended Prerequisites: B or Better in Middle school social studies (8th grade)

Credits: 2 semester course, 1 credit per semester

Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

UNITED STATES HISTORY 804

1542 (US HIST)

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

Recommended Grade Level: 11

Recommended Prerequisites: None

Credits: 2 semester course, 1 credit each semester

Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

United States History ADVANCED SOCIAL SCIENCES, COLLEGE CREDIT +829

1574 (ADV SS CC)

Advanced Social Sciences, College Credit is a title covering (1) any advanced social sciences course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school or (2) any other postsecondary social sciences course offered for dual credit under the provisions of 511 IAC 6-10.

Recommended Grade Level: Grade 12

Recommended Prerequisites: United States History or History and World Civilizations

Credits: 1 credit per semester. May be offered for successive semesters.

Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

This course may be used for multiple dual credit college courses in social sciences

Dual credit through Ivy Tech. Student must purchase textbook.

ECONOMICS 810

1514 (ECON)

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

Recommended Grade Level: Grades 12

Recommended Prerequisites: None

Credits: 1 semester course, 1 credit

Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma

ECONOMICS HONORS 812

1514 (ECON)

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

Recommended Grade Level: Grades 12

Recommended Prerequisites: A grade of B or better in Honors US History, or have a recommendation from their US History instructor, or have taken Honors World History

Credits: 1 semester course, 1 credit

Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma

ETHNIC STUDIES 830

1516 (ETH STUDIES)

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

Recommended Grade Level: none

Recommended Prerequisites: none

Credits: 1 semester course, 1 credit

Counts as an Elective for any diploma

UNITED STATES GOVERNMENT 811

1540 (US GOVT)

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

Recommended Grade Level: Grades 12

Recommended Prerequisites: None

Credits: 1 semester, 1 credit

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

United States Government
ADVANCED SOCIAL SCIENCES, COLLEGE CREDIT +815

1574 (ADV SS CC)

Advanced Social Sciences, College Credit is a title covering (1) any advanced social sciences course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school or (2) any other postsecondary social sciences course offered for dual credit under the provisions of 511 IAC 6-10.

Recommended Grade Level: Grade 12

Recommended Prerequisites: United States History or History and World Civilizations

Credits: 1 credit per semester. May be offered for successive semesters.

Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

This course may be used for multiple dual credit college courses in social sciences

Dual credit through Ivy Tech. Student must purchase textbook.

TOPICS IN SOCIAL SCIENCE: SOCIOLOGY +826

1550 (TOPICS SS)

Topics in Social Science provides students with an opportunity for in-depth study of a specific topic, theme, or concept in one of the social science disciplines such as anthropology, archaeology, economics, geography, political science, psychology, or sociology. It is also possible to focus the course on more than one discipline. A subtitle should be included to give a clear idea of the course content. For example, a course focusing on a specific in political science might be entitled, "Topics in Social Science: Comparative Government." Courses taught under this title should emphasize scientific methods of inquiry and help students develop effective research and thinking skills.

Recommended Grade Level: 11-12

Recommended Prerequisites: None

Credits: 1 semester course. 1 credit.

Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

TOPICS IN SOCIAL SCIENCE: PSYCHOLOGY +827

1550 (TOPICS SS)

Topics in Social Science provides students with an opportunity for in-depth study of a specific topic, theme, or concept in one of the social science disciplines such as anthropology, archaeology, economics, geography, political science, psychology, or sociology. It is also possible to focus the course on more than one discipline. A subtitle should be included to give a clear idea of the course content. For example, a course focusing on a specific in political science might be entitled, "Topics in Social Science: Comparative Government." Courses taught under this title should emphasize scientific methods of inquiry and help students develop effective research and thinking skills.

Recommended Grade Level: 11-12

Recommended Prerequisites: None

Credits: 1 semester course. 1 credit.

Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

History of the Americas, Higher Level, International Baccalaureate
HISTORY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE +4800 (11th)

1590 (HIS H IB)

History Higher Level, International Baccalaureate promotes the understanding of the nature and diversity of history and its methods and interpretations. Students develop an international awareness and understanding and the ability to use and communicate historical knowledge. The course includes one prescribed subject from a choice of three and two 20th century world history topics from a choice of six. Regional options include Africa, the Americas, East and South East Asia and Oceania, Europe, and South Asia and the Middle East.

Recommended Grade Level: Grades 11 and 12

Recommended Prerequisite: B- or higher in Honors World History

Credits: 4 semester course, 1 credit per semester

Fulfills the US History requirement only with regional concentration on the Americas for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

History of the Americas, Higher Level, International Baccalaureate
HISTORY HIGHER LEVEL, INTERNATIONAL BACCALAUREATE +4801 (12th)

1590 (HIS H IB)

History Higher Level, International Baccalaureate promotes the understanding of the nature and diversity of history and its methods and interpretations. Students develop an international awareness and understanding and the ability to use and communicate historical knowledge. The course includes one prescribed subject from a choice of three and two 20th century world history topics from a choice of six. Regional options include Africa, the Americas, East and South East Asia and Oceania, Europe, and South Asia and the Middle East.

Recommended Grade Level: Grades 11 and 12

Recommended Prerequisite: B- or higher in Honors World History

Credits: 4 semester course, 1 credit per semester

Fulfills the US History requirement only with regional concentration on the Americas for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas or counts as an Elective for any diploma

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