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Course Selection Guidelines

This coursebook serves as a guide to appropriate and thoughtful course selection. EGHS students need to plan ahead and be prepared for their chosen post-secondary option by meeting the course requirements set forth by the Indiana Department of Education and Eastern Greene Schools. As such, careful consideration needs to be given during the course selection process to ensure students are completing their requirements, as well as planning for future career options.

The course selection process should include thoughtful, deliberate, and informed decision making as students work with teachers, counselors, and parents to determine the best suited path for each student. Students should consult transcripts, four-year plans, the coursebook, and post-secondary requirements and/or goals. After student course selections are made, the program of courses to be offered in the coming year is finalized, and the teachers assigned to the courses are determined. Scheduling is completed with a student-centered focus, which means we base the master schedule on overall student requests and available staffing. Student schedule selections completed in January determine the overall master schedule for the following school year, so it is vital that students are diligent and thoughtful when making their selections.

Occasionally, due to lack of available staffing or insufficient course enrollment, a course may not be placed in the master schedule after course selection is complete. To best help the course selection process, please be sure to include multiple alternative course options in the spaces provided to avoid a scheduling conflict or an incomplete schedule.

Important Information

We encourage students and parents to check the counseling department's page on the school's website and the student's counseling Google Classroom for updated information from the counseling office. Seniors, especially, need to check often for scholarship and post-secondary updates.

1. Schedule changes will only be allowed during the first 3 days of an academic semester. Requests during summer and winter breaks or made throughout the school year will not be honored or accepted without a written request and approval from administration unless as so required for legal or graduation purposes (i.e. IEP, legal requirement as determined by a court, etc.). All schedule change requests must be made through the guidance office on the appropriate form. Requests for changes due to lunch periods, teacher preference, friend's schedules, etc. will not be considered.
2. In order to receive high school credit for Algebra 1, an 8th-grade student must earn at least a B- or higher for each semester. (Note: No credit will be given for either semester unless the student earns a C or higher both semesters.)

This credit taken in 8th grade will not count towards the six required math credits taken during grades 9-12 for graduation, per Indiana Department of Education guidelines.

3. College preparatory courses should include four years of English, four years of math, four years of science, three years of social studies, and two or more years of foreign languages. Special attention should be given to time and sequence of the foreign language and math requirements. Students planning to attend a four-year college are strongly recommended to enroll in the "Track A" math courses. Students are encouraged to seek help from their counselor in obtaining this information.

Indiana Core 40 Diploma Requirements

English/ Language Arts	8 credits Including a balance literature, composition, and speech
Mathematics	6 credits 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II Additional credits in Pre-Calculus/Trigonometry, AP Calculus, or College Algebra <i><u>*Per Indiana Department of Education, 6 credits MUST be completed during grades 9-12*</u></i>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I, Physics I, or Integrated Chem/Physics 2 additional credits from Chemistry, Physics, ICP, Earth & Space Science, Animal Science, A&P, AP Biology, Astronomy, Meteorology, or AP Environmental Science
Social Studies	6 credits 2 credits: World History & Civilization, Geography & History of the World, or AP World History 2 credits: US History 1 credit: US Government 1 credit: Economics
PE I & II	2 credits
Health and Wellness	1 credit
Business	1 credit Personal Finance (Class of 2027 and beyond)
Directed Electives	5 credits World Languages Fine Arts Career/Technical
Electives	8 credits
<i>Eastern Total</i>	43 credits

Students must also take a math or quantitative reasoning course each year in high school.

Core 40 Diploma w/ Academic Honors

- o Complete all requirements for Core 40 regular diploma
- o Earn 2 additional Core 40 math credits
- o Earn 2 Core 40 Fine Arts credits
- o Earn 6-8 Core 40 world language credits
(6 credits in one language or 4 credits each in two languages)
- o Earn a grade of “C-” or better in courses that will count toward the diploma
- o Have a grade point average of “B” or better (3.0)
- o Complete one of the following:
 - Complete 2 AP courses (4 credits) and take corresponding AP exams
 - Earn a composite score of 1250 or higher on the SAT with a minimum score of 560 on math and 590 on evidence-based reading and writing
 - Score a composite score of 26 or higher on the ACT
 - Earn 6 college credits in dual credit courses from the approved list
 - Earn a combination of 2 credits in AP course and corresponding AP exams *and* a minimum of 3 college credits from the dual credit list

Core 40 Diploma w/ Technical Honors

- o Complete all requirements for Core 40 regular diploma
- o Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and in one of the following:
 - o Pathway designated industry-based certification or credential, or
 - o Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- o Earn a grade of “C-” or better in courses that will count toward the diploma
- o Have a grade point average of a “B” or better (3.0)
- o Complete one of the following:
 - Complete one of the additional options listed above for Academic Honors
 - Score at or above the following levels on WorkKeys: Reading for Information – Level 6; Applied Mathematics – Level 6; Locating Information – Level 5
 - Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75
 - Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80

Employability Skills

Students must complete requirements under ***one*** of the following Employability Skills experiences. Students may complete this requirement at any point during their four years in high school. Students will receive necessary paperwork after notifying the guidance office of their chosen track.

Project-Based Learning

Project-Based Learning allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question. Students must make their work public by displaying, explaining, and/or presenting it to people beyond the classroom. *Projects may be completed through class work and must have teacher approval/verification and a student-written reflection of how the project assisted them in personal growth/leadership skill building to count towards graduation requirement.* Examples of Project-Based Learning include:

- Family and Consumer Sciences – Luncheons/Dinners for families in the community
- JAG - Senior portfolio + mock interviews
- Business – Web-based products or marketing materials that may be used throughout the school or community
- Agriculture – Landscape beautification projects as related to Landscape Management courses

Service-Based Learning

Service-Based Learning can be classified by three core components: (1) integrating academic study with service experience; (2) reflecting larger social, economic, and societal issues; and (3) collaborative efforts between students, schools, and community partners. Service-Based Learning is not simply completing community service hours but integrating service with academic principles. Focus should be on leadership, mentorship, and motivation. *All completed SBL's must also include a verification form from a coach, sponsor, etc. and a student-written reflection of how the project assisted them in personal growth/leadership skill building.* Examples of Service-Based Learning include:

- Service projects completed through clubs/organizations (1 full academic year)
- Athletic participation (1 full season)
- Music participation (1 full academic year)
- 40 hours of independent community service activities verified by a supervisor
- JAG: 2 years of class enrollment + a minimum of 20 service hours available

Work-Based Learning

Work-Based Learning involves an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. Work-Based Learning supports entry or advancement in a particular career field and collaboration with employer partners. *Students must present a signed verification form from the employer to document completion of this graduation requirement and a student-written reflection of how the project assisted them in personal growth/leadership skill building.* Examples of Work-Based Learning include:

- Completion of the YES! program with Hoosier Hills Career Center
- Internship
- On-the-job Training
- Employment
- Summer Agricultural Experience or Agricultural Work Experience

Postsecondary Readiness Competencies

Students will be required to successfully complete **ONE** of the following Postsecondary Readiness Competencies:

Honors Diploma

Completion of Academic Honors or Technical Honors diploma requirements

ACT

Students must meet 2 of the 4 score requirements outlined below:

- English score of 18 **OR** Reading score of 22
- Math score of 22 **OR** Science score of 23

SAT

Students must meet both individual scores. Test results can be super-scored across multiple attempts.

- Reading/Writing score of 480 **AND** Math score of 530

ASVAB

Students must obtain a minimum military entrance score.

- Minimum score of 31

Apprenticeship

Students must participate in a federally recognized program that can serve a dual purpose to also complete the Employability Skills requirement.

AP or Dual Credit Coursework

- Students must earn a C average or higher in at least three (3) courses.
- One (1) of the three (3) courses must be in a core content area (English, math, science, and social studies) **OR** be part of a Career & Technical Education concentrator.

Career & Technical Education Concentrator

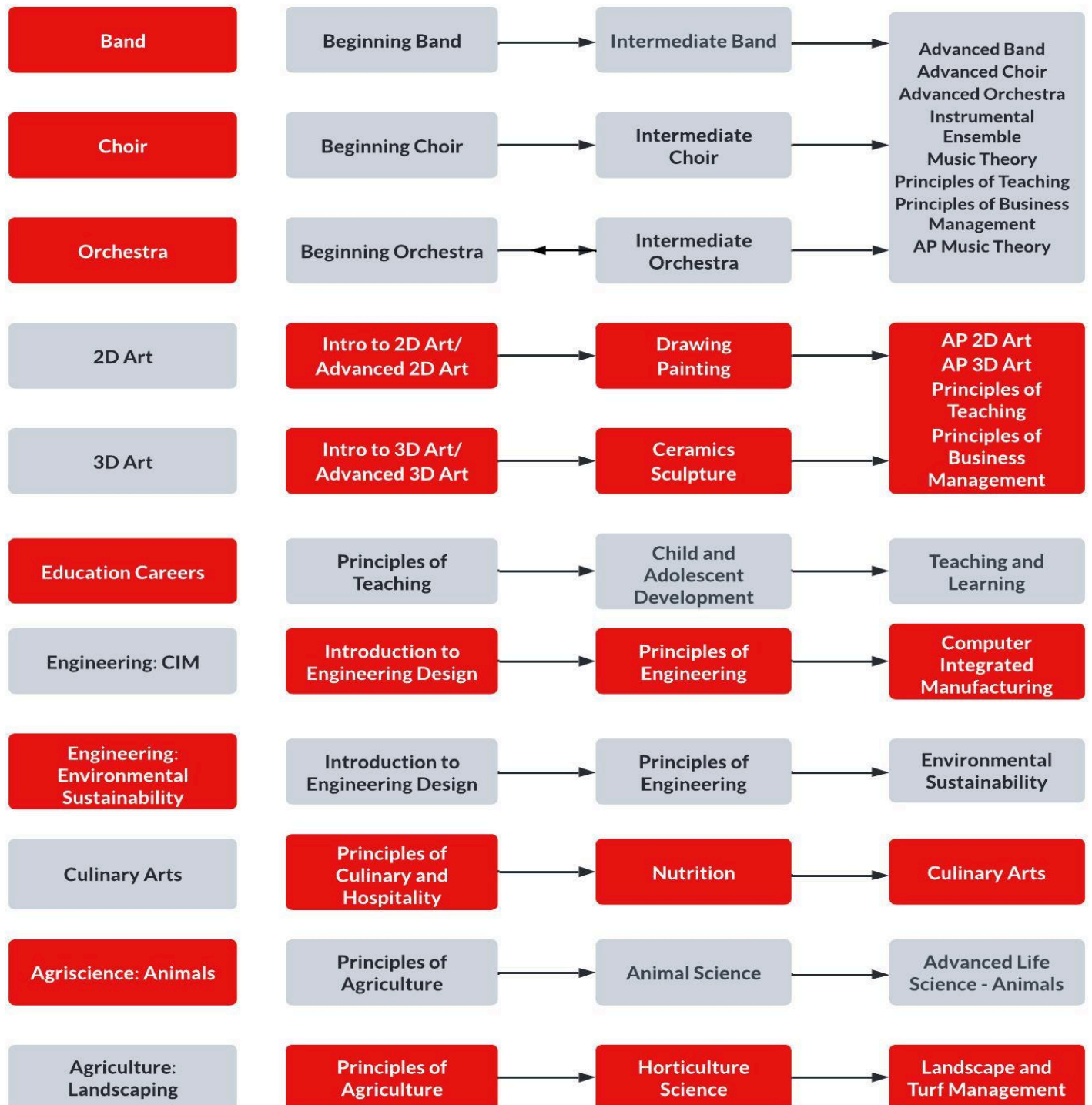
- Must earn a C average or higher within a state approved CTE pathway (EGHS program of studies listed on page 7).
- Requirements can also be fulfilled by completing at least one year of coursework at Hoosier Hills Career Center.

Industry Certification

Students attending Hoosier Hills Career Center will have an opportunity to earn industry certifications depending on program selection and successful completion of testing requirements.

CTE Pathways Options

EASTERN GREENE HIGH SCHOOL Graduation Pathways



Valedictorian & Salutatorian Status

Eastern Greene High School has determined that the valedictorian and salutatorian status will be decided at the end of the eighth semester of the senior year. Seniors who have the highest weighted GPA will be selected for this honor. Students considered for these honors must be on the academic honors diploma track.

Eastern Greene High School recognizes that local agencies and organizations may wish to commend students on their valedictorian status prior to the conclusion of the eighth semester. At that time, the senior student with the highest weighted GPA at the end of the seventh semester will be nominated to attend all awards ceremonies that occur prior to graduation day. Awards and recognition ceremonies taking place on graduation day or thereafter will be attended by the final determined valedictorian at the end of the eighth semester.

If after review, senior students hold a tie for these honors, students will share the honor and share the responsibilities. For the purposes of this written statement, a tie will be called if the top students share a GPA less than or equal to 0.005 points of their respective GPA's.

Minimum Credit Requirement

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

10th - 10 credits

11th - 20 credits

12th - 30 credits

Vocational Curriculum Requirements

Students interested in a vocational program should plan the courses they take during their freshman and sophomore years so they will have the background subjects that may be prerequisites for entering a vocational program as a junior. Vocational and technical programs are offered through the Hoosier Hills Career Center. These students take three courses each semester at Eastern Greene High School as juniors and/or seniors and three hours at the vocational school in the program they have chosen. It is very important to pass all courses during the freshman and sophomore years in order to stay on schedule for graduation and to be eligible for a vocational program. Students must also maintain passing grades at EGHS while attending Hoosier Hills or risk being removed from vocational school until they are back on track for graduation. Vocational course listings are located in the last section of this book. Students may be eligible for dual credit or work-based certificates depending on program and success. Please contact Hoosier Hills Career Center for more information.

Ivy Tech Dual Credit

In order for students to receive dual credit through Ivy Tech, students must meet the prerequisites outlined by Ivy Tech for each class. Students must abide by the college's add/drop deadlines for transcribed credits to be added or removed. Students that do not meet these deadlines to drop classes will have the earned letter grades or "W" for late withdrawal added accordingly. Knowledge Assessment testing can be conducted at Eastern Greene High School or at home to determine a student's eligibility for credit if testing is needed. Necessary minimum scores vary by course. For a comprehensive list of requirements, please see the guidance department.

College Credit for Advanced Placement (AP) Courses & the CTL

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

The Core Transfer Library (CTL) further helps students and families by ensuring that earned dual college credits and AP credits on the CTL will transfer to any PUBLIC college in the state. Visit www.TransferIN.net to for a list of college courses (and number of college credits) specific public colleges will grant for given courses and exams.

College Preparatory Curriculum Requirements

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

In order to promote a college preparatory curriculum, students are limited to one of the following courses each semester: Study Hall; Library Assistant; Office/Classroom Assistant (*Exceptions can be made on a case-by-case basis with administrative approval.*)

A Note About AP and Dual Credit Courses

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

AP students are not able to drop the AP course unless there are extenuating circumstances. Any student who receives a grade of 65% or lower for the first semester may also request to drop at the semester break, but will incur a \$40 exam cancellation fee for the student. Students above the 65% grade requirement may appeal the drop policy with a written statement to the HS Principal. AP courses will not be weighted for the completed semester if the student drops the course or does not sit for the AP exam. ALL students taking an AP course will be required to take the corresponding AP exam. Eastern Greene High School will offer mock exams for all AP courses in February and March to serve as practice and preparation for the real exam in May. The exception will be for AP 2D Art, AP 3D Art, and AP Drawing courses, which complete portfolios in lieu of exams.

Grade Replacement

Students that must retake previously failed courses required for graduation will be allowed to do so through the credit recovery program or in an in-person classroom setting, as deemed appropriate by high school administration, the counseling office, and/or a case conference committee. Students that successfully complete and pass a course previously failed will have the course added to their transcript and one previously failed grade will be replaced with an RF and removed from the GPA calculation, so long as the course was previously completed at Eastern Greene High School. Students transferring from other institutions will not be eligible for grade replacement due to the unreliability in rigor from institution to institution.

Weighted GPA for Class Rank

Eastern Greene High School is committed to providing many college prep and dual credit courses to our students. We aim for our students to take the most rigorous courses that their skill set and academic ability will allow. As a result, we will encourage and push our students to take these courses. Eastern Greene High School recognizes that not all college prep and dual credit courses are of the same rigor. As a result, we have classified our weighted classes into two categories. Courses categorized as a level 1 rigor class will receive a .5 quality point. Courses categorized as a level 2 rigor class will receive a 1.0 quality point. The table below displays the point scale for each category, as well as, the identified Eastern Greene High School courses for each category.

AP courses will NOT be weighted unless the student takes the corresponding AP exam in May.

Level of Rigor	Quality Point	Point Scale	Courses in this Category
1	.5	A = 4.5 A- = 4.16 B+ = 3.83 B = 3.5 B- = 3.16 C+ = 2.83 C = 2.5 C- = 2.16 D+ = 1.83 D = 1.5 D- = 1.16 F = 0.00	<ul style="list-style-type: none"> ● College Algebra ● Pre-Calculus ● Trigonometry ● Digital Applications ● Princ. Business Management ● Personal Finance ● AG Animal Science ● AG Advanced Ag: Animals ● AG Landscape & Turf Management ● AG Horticulture Science ● Advanced Band (4th Year Only) ● Advanced Choir (4th Year Only) ● Advanced Orchestra (4th Year Only) ● Spanish III ● French III
2	1.0	A = 5.0 A- = 4.66 B+ = 4.33 B = 4.0 B- = 3.66 C+ = 3.33 C = 3.0 C- = 2.66 D+ = 2.33 D = 2.0 D- = 1.66 F = 0.00	<ul style="list-style-type: none"> ● AP Calculus AB ● AP Calculus BC ● AP Computer Science A ● AP English Language ● Literature/Composition ● AP 2D Art ● AP 3D Art ● AP Drawing ● AP Environmental Science ● AP Human Geography ● AP European History ● AP US History ● AP Psychology ● US Government Honors ● Spanish IV ● French IV

Advanced Placement (AP) & Dual Credit

EGHS Advanced Placement (AP) Courses	Fee
AP Calculus AB	\$0
AP Calculus BC	\$0
AP 2D Art and Design	\$98
AP 3D Art and Design	\$98
AP Drawing	\$98
AP Computer Science A	\$0
AP English Language	\$0
AP Environmental Science	\$0
AP Human Geography	\$98
AP European History	\$98
AP US History	\$98
AP Psychology	\$98

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

Note: ALL students taking an AP course will be required to take the corresponding AP exam.

EGHS Dual Credit Courses	College/Course	# of College Credits	Fees ('23-'24)
English 12 Composition and Literature (Semester 1)	Ivy Tech (ENGL 111)	3	None
English 12 Composition and Literature (Semester 2)	Ivy Tech (ENGL 206)	3	None
AP Calculus AB	Ivy Tech (MATH 211)	4	None
AP Calculus BC	Ivy Tech (MATH 212)	4	None
Pre-Calculus	Ivy Tech (MATH 136 and MATH 137)	6	None
College Algebra	Ivy Tech (MATH 136 and MATH 137)	6	None
Principles of Agriculture	Ivy Tech (AGRI 100)	3	None
Agriculture – Animal Science	Ivy Tech (AGRI 103)	3	None
Agriculture – Advance Life: Animals	Ivy Tech (AGRI 107)	3	None
Agriculture – Landscape Management	Ivy Tech (AGRI 164)	3	None
Agriculture – Horticulture	Ivy Tech (AGRI 116)	3	None
Digital Applications and Responsibilities	Ivy Tech (CINS 101)	3	None
Principles of Business Management	Ivy Tech (BOAT 207)	3	None
Personal Finance	Indiana State (FIN 108)	3	\$75
French III	Ivy Tech (FREN 101 and FREN 102)	8	None
French IV	Ivy Tech (FREN 201 and FREN 202)	6	None
Spanish III	Ivy Tech (SPAN 101 and SPAN 102)	8	None
Spanish IV	Ivy Tech (SPAN 201 and SPAN 202)	6	None
AP US History	Ivy Tech (HIST 101 and HIST 102)	6	None
US Government Honors	Ivy Tech (POLS 101)	3	None
Hoosier Hills Career Center	Varies on Program	See “Hoosier Hills” section for additional information	None

Note: Students taking a Dual High School/College course to satisfy the Core 40 with Academic Honors Diploma requirement must apply for and earn the corresponding college credits.

Indiana College Core Certificate

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

The following requirements must be satisfied in order for the student to be eligible for this certificate. Students **must** maintain a 3.0 GPA or higher in the courses listed above. **Students must complete at least one course from each area but have no less than 30 college credits in these subject areas:**

3 – 6 credits – Written Communication

English Composition (ENGL 111 – Ivy Tech)

3 – 6 credits – Speaking and Listening

Intro to Communications (COMM 101 – Ivy Tech)

Ivy Tech SUMMER ONLY Course

3 – 15 credits – Quantitative Reasoning

College Algebra/Trigonometry (MATH 136/MATH 137 – Ivy Tech)

Pre-Calculus/ Trigonometry (MATH 136/MATH 137 – Ivy Tech)

Calculus I (MATH 211 – Ivy Tech)

Calculus II (MATH 212 – Ivy Tech)

3 – 15 credits – Scientific

AP Biology (Advanced placement, *3 or higher required on exam*)

3 – 15 credits – Social and Behavioral

US History AP (HIST 101/HIST 102 - Ivy Tech)

US Government Honors (POLS 101 - Ivy Tech)

3 – 15 credits – Humanistic

Introduction to Literature (ENGL 206 – Ivy Tech)

French III (FREN 101 and FREN 102 – Ivy Tech)

French IV (FREN 201 and FREN 202 – Ivy Tech)

Spanish III (SPAN 101 and SPAN 102 – Ivy Tech)

Spanish IV (SPAN 201 and SPAN 202 – Ivy Tech)

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

NCAA Student-Athlete Information

FRESHMAN

- Start planning now! Work hard to get the best grades possible.
- Most high schools have a List of NCAA Courses. Take classes that match your high school's List of NCAA Courses. The NCAA Eligibility Center will use only approved core courses to certify your initial eligibility.
- Register for a free Profile Account at www.eligibilitycenter.org for more information on initial eligibility.

SOPHOMORES

- If you are being actively recruited by an NCAA school, transition your account to a Certification Account at <http://www.eligibilitycenter.org>.
- If you fall behind, do not take shortcuts. Classes you take must be four-year College preparatory and must meet NCAA requirements.
- Monitor your task list in your Eligibility Center account for next steps.
- At the end of the school year, ask your counselor to upload a copy of your official transcript to your Eligibility Center account.

JUNIORS

- Register to take the ACT or SAT and use the NCAA Eligibility Center code "9999" as a score recipient. Doing this sends your official score directly to the NCAA Eligibility Center.
- Continue to take college preparatory courses. Double-check to make sure the courses you have taken match your school's List of NCAA Courses.
- Ensure your sports participation information is correct in your profile.
- Ask your high school counselor to send an official transcript to the NCAA Eligibility Center after completing your junior year. If you have attended more than one high school, the NCAA Eligibility Center will need official transcripts from all high schools attended.
- Before registering for classes for your senior year, check with your high school counselor to determine the number of core courses that you need to complete your senior year.

SENIORS

- Take the ACT and/or SAT again, if necessary. The NCAA Eligibility Center will use the best scores from each section of the ACT or SAT to determine your best cumulative score.
- Continue to take college-preparatory courses. Check the courses you have taken to match your school's List of NCAA Courses.
- Review your amateurism responses and request final amateurism certification on or after April 1 (for fall enrollees) or October 1 (for spring enrollees).
- Continue to work hard to get the best grades possible. Graduate on time (in 8 academic semesters).
- After graduation, ask your high school counselor to send your final transcript to the NCAA Eligibility Center with proof of graduation. The NCAA Eligibility Center accepts transcripts electronically through Parchment.
- Certifications will only be performed for student-athletes placed on an NCAA Division I or II institution's request list.

English

ENGLISH 9 [#1002]

9th Grade

2 Credits

Prerequisites: None

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

ENGLISH 10 [#1004]

10th Grade

2 Credits

Prerequisites: English 9

English 10, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 10, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository and persuasive compositions, rhetorical analysis, and longform non-fiction. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. Students will build off their previous understanding and experience to produce self-directed literary analysis in a peer review friendly setting.

ENGLISH 11 [#1006]

11th Grade

2 Credits

Prerequisites: English 9 and 10

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

The Composition component of English 11 continues to provide students with opportunities to hone their writing. Writing at this stage has: (1) a clearly identified audience, (2) a well-articulated purpose and thesis, and (3) a structured body that fulfills its stated purpose and supports its thesis in a way accessible to its audience. Writing at this stage is also well informed by careful research and intelligent analysis.

Using technology, students are able to produce polished final documents. Polished writing requires following through with all phases of the writing process (prewriting, drafting, revising, editing, and publishing), at which all students should be proficient. All writing should meet the four criteria outlined above and have been through all stages of the process just described, including persuasive writing, synthesis and analysis of information from a variety of sources, and reflective essays. Students are also able to complete complex forms, describe procedures, give directions, and use graphic forms to support a thesis. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Students are to use Modern Language Association [MLA].

AP LANGUAGE & COMPOSITION [#1056]

11th Grade

2 Credits

*Prerequisites: "B" or higher in English 9 and 10 Honors
Minimum GPA and/or PSAT Score*

AP English Language and Composition, is an advanced placement course based on the content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>. Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college-level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam.

ENGLISH 12 [#1008]

12th Grade

2 Credits

Prerequisites: English 9, 10 and 11

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

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

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

Using technology, students are able to produce polished final documents. Polished writing requires following through with all phases of the writing process (prewriting, drafting, revising, editing, and publishing), at which all students should be proficient. All writing should meet the four criteria outlined above and have been through all stages of the process just described, including persuasive writing, synthesis and analysis of information from a variety of sources, and reflective essays. Students are also able to complete complex forms, describe procedures, give directions, and use graphic forms to support a thesis. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Students are to use Modern Language Association [MLA].

Oral Communication (speech) continues to emphasize the organization of ideas, awareness of audience, and sensitivity to context in carefully researched and well-organized speeches. Student expectations include: (1) presenting facts and arguments effectively; (2) analyzing speeches in terms of socio-cultural values, attitudes, and assumptions; (3) recognizing when another does not understand the message being delivered; (4) utilizing Aristotle's three modes of proof; (5) utilizing elementary logic such as deductive, inductive, causal, and analogical forms of reasoning; and (6) expressing and defending, with evidence, one's thesis.

LITERATURE & COMPOSITION [#1008H]

12th Grade

2 Credits

Prerequisites: English 9, 10 and 11

Advanced Composition (ENGL 111: English Composition) meets in the fall semester. ENGL 111 further develops and refines writing skills introduced in other composition courses. This course provides students frequent opportunities to write for different audiences and purposes, using a process that includes 1) pre-writing, 2) drafting, 3) peer sharing, 4) revising, and 5) editing. Techniques of analytical writing and formal argument are studied, and increased emphasis is placed on language and style. This type of course encourages students to do the following: 1) take risks as writers, 2) choose some of their own topics for writing, and 3) utilize an online format to receive, submit, and publish their work. Students will do presentations critiquing their own writing. Students will also read and evaluate nonfiction samples of good writing to enhance their own writing. Word processors are required to support writing instructions in this course.

The spring semester consists of a course in Genres of Literature (ENGL 206: Introduction to Literature). ENGL 206 provides the study of techniques and conventions of various literary genres, such as poetry, drama, novel, and short story.. The course explores the relationships between form and meaning, specifically how genre shapes our literary understanding and experience. In class discussion and presentations, as well as in writing assignments, students explore the limitations and special abilities of the different genres, ultimately building an appreciation of how genres enable and constrain the articulation of ideas. ENGL 206 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 smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. The course includes an intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Word processors are required to support writing instructions in this course.

This course can be taken for Ivy Tech dual credit

In order to receive college credit for this course, you must have a minimum PSAT, SAT, or Knowledge Assessment score.

ENGL 111 [1st semester] = 3 credits

ENGL 206 [2nd semester] = 3 credits

JOURNALISM & STUDENT MEDIA [#1086]

9th - 12th Grade

2 Credits

Prerequisites: "C" or better in previous English classes

Journalism and Student Media is designed to encourage students to become effective in gathering information, conducting interviews, writing news, writing creative pieces, and editing.

Yearbook production includes the following responsibilities:

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

Areas of study will also include advertising (writing ads and commercials), and public relations (learning to sell an idea and promote positive reactions). This class allows the student opportunities to become comfortable with face-to-face interaction, to develop a concern for accuracy, and to acquire a respect for the publication process. The course also introduces students to topics such as press freedom, censorship, and ethics in journalism. The course requires that the student be organized, and responsible. Meeting deadlines is essential. Recommendation by an English teacher is required.

CREATIVE WRITING [#1092]

10th - 12th Grade

2 Credits

Prerequisites: "C" or better in previous English classes

Students should have superior writing and reading skills and be highly motivated to do both in and outside of class. The creative writing process requires a disciplined approach to time management and students will be held accountable for meeting assignment and writing deadlines. A major component of this course is daily conversation in an attempt to teach each student how to be critical of writing. This class strives to develop the skills of constructive criticism of various writers and to eventually take those skills in hand to assist their fellow classmates in improving their overall writing skills. This course is primarily concerned with making each student a better writer. It will challenge what you think you know about writing and reading and having a mature attitude is key to getting the most out of this course. Students complete assignments, such as a short story, a narrative or poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content. For any students who would like further clarification, they should feel free to talk to any current or former creative writing student or schedule a time with Mr. Atkinson to talk one-on-one whenever your schedule allows. Each student will be responsible for purchasing at least one empty journal/notebook, which will be required daily as their primary resource for this course.

Math

ALGEBRA I [#2520]

9th Grade

2 Credits

Prerequisites: None

Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of a function is emphasized throughout the course. Topics include operations with real numbers, linear equations and inequalities, relations and functions, polynomials, algebraic fractions, and nonlinear equations. Students will be required to have a scientific calculator; school-owned graphing calculators will be used in class.

Homework: 30-45 minutes daily

ALGEBRA I LAB [#2516]

9th Grade

2 Credits

Prerequisites: Concurrent enrollment with Alg. I

Algebra I Lab is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The topics of Algebra I Lab align with those of Algebra I. 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. Also, Algebra I Lab will provide extra time for students to practice concepts discussed in Algebra I.

ALGEBRA II A [#2522A]

9th – 12th Grade

2 Credits

Prerequisites: Algebra I

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

Homework: 30-45 minutes daily.

ALGEBRA II B [#2522B]

10th – 12th Grade

2 Credits

Prerequisites: Algebra I

In Algebra II B, students will learn about relations and functions, linear and absolute value equations and inequalities, quadratic equations and functions, polynomials, algebraic functions, logarithmic and exponential functions, sequences and series, and counting principles and probability. Algebra II B covers most of the same topics as Algebra II A, but in less depth and at a much slower pace. Students are required to have a scientific calculator and school-owned graphing calculators will be introduced.

Homework: 30-45 minutes daily.

GEOMETRY A [#2532A]

9th – 12th Grade

2 Credits

Prerequisites: Algebra I

Geometry A provides students with experiences that deepen the understanding of two- and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Topics include: points, lines, angles, and planes; polygons, with a special focus on quadrilaterals, triangles, and right triangles; circles; polyhedral and other solids; and constructions. Formal proof and logic will be stressed throughout the course. This is primarily a course for students planning to attend a four-year college. Students will be required to have a scientific calculator.

Homework: 30-45 minutes daily.

GEOMETRY B [#2532B]

10th – 12th Grade

2 Credits

Prerequisites: Algebra I

Geometry B will cover most of the same topics as Geometry A, but with a much different approach. In this class, students will concentrate on developing intuitive skills through exploration and group activities. Emphasis is placed on an investigative study of the basic properties of lines, angles, triangles, polygons, and circles. Activities involving real world applications are done. Reasoning skills and logic are stressed. Formal proofs are only a minimal part of this course. Vocabulary and Pre-Algebra concepts are applied throughout the year. Students are required to have a scientific calculator.

Homework: 15-20 minutes daily.

PRE-CALCULUS [#2564/2566]

10th – 12th Grade

1 Credit

Prerequisites: C- or higher in Geometry A and Algebra II A

Pre-calculus is a course that blends together all the concepts and skills that must be mastered prior to enrollment in a college-level calculus course. The following topics are covered in this course: 1) trigonometry in triangles; 2) trigonometric functions, identities, and equations; 3) polar coordinates and complex numbers; 4) relations and functions; 5) exponential and logarithmic functions; 6) sequences and series; 7) matrices and determinants; 8) probability and statistics; and 9) conic sections. Pre-calculus is the prerequisite for AP Calculus AB. Students are required to have both a regular scientific calculator and a graphing calculator (TI-84) for this course (TI-84 Plus with CE version recommended).

Homework: 30-45 minutes daily.

This course can be taken for Ivy Tech dual credit

In order to receive college credit for this course, you must have a minimum PSAT, SAT, or Knowledge Assessment score.

MATH 136 [1st semester] = 3 credits

MATH 137 [2nd semester] = 3 credits

COLLEGE ALGEBRA [#2564B]

11th - 12th Grade

1 Credit

Prerequisites: Algebra II with a C- or higher
Teacher Recommendation

College Algebra is a course that provides students with an in-depth study of functions; quadratic, polynomial, radical, and rational equations; radicals; complex numbers; systems of equations; matrices; exponential and logarithmic functions. Students are required to have a scientific calculator.

Homework: 30-45 minutes daily.

This course can be taken for Ivy Tech dual credit

In order to receive college credit for this course, you must have a minimum PSAT, SAT, or Knowledge Assessment score.

MATH 136 [1st semester] = 3 credits

TRIGONOMETRY [#2566]

11th – 12th Grade

1 Credit

Prerequisites: Must pass 1st semester College Algebra

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

Homework: 30-45 minutes daily.

This course can be taken for Ivy Tech dual credit

In order to receive college credit for this course, you must have a minimum PSAT, SAT, or Knowledge Assessment score.

MATH 137 [2nd semester] = 3 credits

AP CALCULUS AB [#2527]

11th – 12th Grade

2 Credits

Prerequisites: C- or higher in Pre-Calculus

AP Calculus AB is a course that provides students with the content that has been established by the College Board. These topics include limits, continuity, derivatives, definite integrals, and techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. The course also includes applications of the derivative and the integral, as well as the theory of calculus. Students are required to purchase a graphing calculator (TI-84 plus with CE version recommended).

Homework: 30-60 minutes daily.

This course can be taken for Ivy Tech dual credit

In order to receive college credit for this course, you must have a minimum PSAT, SAT, or Knowledge Assessment score.

MATH 211 [both semesters] = 4 credits

AP CALCULUS BC [#2544]

12th Grade

2 Credits

*Prerequisites: C- or higher in AP Calculus AB
Teacher Recommendation*

AP Calculus BC covers the content established by the College Board for the Calculus BC exam. Students will first study the topics of Calculus 1 in more depth. Then they will focus on the additional topics of integration techniques, applications of integration, infinite series, parametric equations, polar equations, differential equations, slope fields, and Euler's method. All students are required to have a graphing calculator.

Homework: 30-60 minutes daily.

This course can be taken for Ivy Tech dual credit

In order to receive college credit for this course, you must have a minimum PSAT, SAT, or Knowledge Assessment score.

MATH 212 [both semesters] = 4 credits

Science

EARTH AND SPACE SCIENCE [#3044]

9th – 12th Grade

2 Credits

Prerequisites: None

Earth and Space Science provides a study of the earth's lithosphere, atmosphere, and hydrosphere, and its celestial environment. This course emphasizes the study of energy at work in forming and modifying earth materials, landforms, and continents through geological time. Students have opportunities to gain an understanding of the history of the development of the earth and basic space sciences, to explore the uses of knowledge of the earth and its environment in various careers, and to investigate problems related to personal needs and social issues. For more in-depth study of Astronomy and Meteorology, plan to take Earth/Space Science as the prerequisite for Astronomy and Meteorology.

BIOLOGY I [#3024]

9th – 12th Grade

2 Credits

Prerequisites: None

Biology I provides a study of the structures and functions of living organisms and their interactions with their environment. This study explores the cellular structure and function, matter cycles and energy transfer, interdependence, inheritance of traits, and evolution. Students will also have the opportunity to gain an understanding of the history of the development of biological knowledge and investigate biological questions and problems related to personal needs and social issues.

BIOLOGY I HONORS [#3024H]

9th – 10th Grade

2 Credits

Prerequisites: Algebra and "B" or higher in previous science course

Biology I Honors provides an in-depth study of the structures and functions of living organisms and their interactions with their environment. This study explores cellular structure and function, matter cycles and energy transfer, interdependence, inheritance of traits, and evolution. Students will also have the opportunity to gain an understanding of the history and development of biological knowledge and investigate biological questions and problems related to personal needs and social issues. Students in Biology I Honors will be expected to participate in further laboratory exploration than traditional Biology I students in preparation for more advanced science coursework later in their academics.

CHEMISTRY I [#3064]

10th – 12th Grade

2 Credits

Prerequisites: None

Chemistry I allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and chemical reactions. Students have opportunities to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) use mathematics to make predictions about certain chemical phenomena, (4) investigate chemical questions and problems related to personal needs and social issues, and (5) learn and practice laboratory safety.

PHYSICS I [#3084]

10th – 12th Grade

2 Credits

Prerequisites: None

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

AP ENVIRONMENTAL SCIENCE [#3012]

10th – 12th Grade

2 Credits

Prerequisites: A in Chemistry or A in Biology if taken in 10th Grade

AP Environmental Science is a course based on content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

ANATOMY AND PHYSIOLOGY [#5276]

11th – 12th Grade

2 Credits

Prerequisites: Biology I; Chemistry I strongly recommended

Anatomy and Physiology is a course in which students investigate concepts related to Health Science, with emphasis on body system interdependence and contribution to homeostasis. Students will build upon foundations established in chemistry and biology by applying concepts from both disciplines to the workings of human cells, tissues, organs, organ systems, and the human body. Students will investigate, through laboratory experiences and independent research, how the structure of the body system relates to its function, the mechanisms by which body systems achieve their purpose, and the correlations between loss or reduction of function and disease. Students will have opportunities to explore and explain how concepts of Anatomy and Physiology apply to current societal issues and a multitude of health-related fields. Body systems included in this course consist of the following: integumentary, skeletal, muscular, nervous, digestive, respiratory, immune, and endocrine. Dissection is both appropriate and necessary for this course.

ASTRONOMY [#3092A]

10th – 12th Grade

1-2 Credits

Prerequisites: Earth/Space Science recommended

Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to astronomy and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, including a scientific research paper and project that integrates knowledge, skills, and concepts from the student's course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities. Presentation of projects is required. Students understand that they will be responsible for working independently to complete tasks by deadlines.

METEOROLOGY [#3092B]

10th – 12th Grade

1-2 Credits

Prerequisites: Earth/Space Science recommended

Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to meteorology and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, including a scientific research paper and project that integrates knowledge, skills, and concepts from the student's course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities. Presentation of projects is required. Students understand that they will be responsible for working independently to complete tasks by deadlines.

Social Studies

GEOGRAPHY AND HISTORY OF THE WORLD [#1570]

9th – 12th Grade

2 Credits

Prerequisites: None

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

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

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

WORLD HISTORY & CIVILIZATION [#1548]

9th – 12th Grade

2 Credits

Prerequisites: None

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

AP HUMAN GEOGRAPHY [#1612]

9th - 10th Grade

2 Credits

*Prerequisites: A or higher in previous English;
A or higher in previous social studies course;
or teacher recommendation*

AP Human Geography is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). Topics include: Geography-Nature and Perspectives, Population and Migration, Cultural Patterns and Processes, Political Organization of Space, Agriculture, Food Production, and Rural Land Use, Industrialization and Economic Development, and Cities and Urban Land Use.

This course is an elective and does not fulfill social studies requirements for graduation.

AP EUROPEAN HISTORY [#1556]

10th - 12th Grade

2 Credits

*Prerequisites: A or higher in previous English;
A or higher in previous W. History or W. Geo course;
B or higher in AP Human Geo (if applicable)*

AP European History is a course that allows students to investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students will develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

This course is an elective and does not fulfill social studies requirements for graduation.

US HISTORY [#1542]

11th Grade

2 Credits

Prerequisites: None

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

AP US HISTORY [#1542H]

11th Grade

2 Credits

*Prerequisites: B or higher in English 10;
B or higher in World History or World Geography;
3.3 GPA or higher*

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; people; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

This course can be taken for Ivy Tech dual credit.

HIST 101 [1st Semester] = 3 credits

HIST 102 [2nd Semester] = 3 credits

ECONOMICS [#1514]

12th Grade

1 Credit

Prerequisites: None

Economics is the social studies course that examines the allocation of scarce resources and their alternative uses for satisfying human wants. This course analyzes the reasoning used as consumers, producers, savers, investors, workers, voters, and government agencies make decisions. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of the government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices in all aspects of daily life and demonstrate understanding of the role that supply, demand, prices, and profits play in a market economy. Students will examine the functions of government in a market economy and study market structures, including the organization and role of businesses. Students will understand the role of economic performance, money, stabilization policies, and trade of the United States. The economic way of thinking involves scientific tools and techniques to systematically study the behavior of people, institutions, and societies.

US GOVERNMENT [#1540]

12th Grade

1 Credit

Prerequisites: None

The United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States of America. Responsible and effective participation by citizens is stressed. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens and be able to explain how those rights and responsibilities as citizens are part of local, state, and national government in the United States today. Students examine how the United States Constitution protects individual rights and provides the structures and functions for the various levels of government affecting their lives. Students will also analyze how the United States government interacts with other nations and evaluate the United States' role in world affairs. Students inquire about the American government through primary and secondary sources and articulate, evaluate, and defend positions on political issues with sound reasoning and evidence. As a result, students can explain the roles of citizens in the United States and the participation of individuals and groups in government, politics, and civic activities, recognize the need for civic and political engagement of citizens, and exercise rights and responsibilities in order to preserve and improve their civil society and constitutional government.

US GOVERNMENT HONORS [#1540H]

12th Grade

1 Credit

*Prerequisites: B or higher in English 11;
B or higher in US History*

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States of America. Responsible and effective participation by citizens is stressed. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens and be able to explain how those rights and responsibilities as citizens are part of local, state, and national government in the United States today. Students examine how the United States Constitution protects individual rights and provides the structures and functions for the various levels of government affecting their lives. Students will also analyze how the United States government interacts with other nations and evaluate the United States' role in world affairs. Students inquire about American government through primary and secondary sources and articulate, evaluate, and defend positions on political issues with sound reasoning and evidence. As a result, students can explain the roles of citizens in the United States and the participation of individuals and groups in government, politics, and civic activities, recognize the need for civic and political engagement of citizens, and exercise rights and responsibilities in order to preserve and improve their civil society and constitutional government.

Students who wish to earn dual credit through Ivy Tech Community College may sign up for this section listed as U.S. Government – Honors. Those students must understand that the course work is designed to have the equivalent rigor (difficulty) of a college introductory political science course. Students will be expected to do considerable extra reading outside of school hours and a minimum of one (possibly more) political science research papers.

This course can be taken for Ivy Tech dual credit.

POLS 101 [1st Semester] = 3 credits

SOCIOLOGY [#1534/1538]

10th – 12th Grade

2 Credits

Prerequisites: 2 previous credits in Social Studies and 3.0 GPA

Sociology provides opportunities for students to study human social behavior from a group perspective. The sociological perspective is a distinct method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students will describe the development of sociology as a social science and identify methods and strategies of research. Students examine society, group behavior, and social structures through research methods using scientific inquiry. The influence of culture on group behavior is addressed through areas of content including social institutions such as the family, religion, education, economics, government, community organization, and political and social groups. Students will also explore the impacts of social groups and social institutions on individual and group behavior and examine the changing nature of society. The development of group organizations and interactions, the factors that influence group behavior and social problems, and the impact of cultural change on society are included in the study. Students will analyze a range of social problems in today's world and examine the role of the individual as a member of the community.

AP PSYCHOLOGY [#1558]

11th - 12th Grade

2 Credits

*Prerequisites: B or higher in previous English;
B or higher in Biology*

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology, Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology.

This course is an elective and does not fulfill social studies or science requirements for graduation.

INDIANA STUDIES [#1518]

10th - 12th Grade

1 Credit

Prerequisites: None

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a demonstrated society will be included and students will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

ETHNIC STUDIES [#1516]

10th - 12th Grade

1 Credit

Prerequisites: None

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 will also include analysis of the political impact of ethnic diversity, as well as women's history in the United States.

Foreign Language

SPANISH I [#2120]

9th – 12th Grade

2 Credits

Prerequisites: C+ or higher in English or Teacher Approval

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

Specific Objectives:

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

Evaluation:

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

SPANISH II [#2122]

10th – 12th Grade

2 Credits

Prerequisites: C+ or higher in Spanish I

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

Specific Objectives:

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

Evaluation:

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

The novel for Spanish 2: *Don Quixote*

SPANISH III [#2124]

11th – 12th Grade

2 Credits

Prerequisites: C+ or higher in Spanish I and II

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

Specific objectives:

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

Evaluation:

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

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

This course can be taken for Ivy Tech dual credit.

In order to receive college credit for this course, you must have a minimum PSAT, SAT, or Knowledge Assessment score.

SPAN 101 [1st semester] = 4 credits

SPAN 102 [2nd semester] = 4 credits

SPANISH IV [#2126]

12th Grade

2 Credits

Prerequisites: C+ or higher in Spanish I, II, and III

The two basic goals of Spanish IV are:

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

Specific goals:

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

Evaluation:

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

Novels for Spanish 4: Marianela, El Conde Lucanor: Nueve Cuentos, Don Juan Tenorio, San Manuel- Buen Martir, Bodas de Sangre, La Celestina

This course can be taken for Ivy Tech dual credit.

In order to receive college credit for this course, you must have a minimum PSAT, SAT, or Knowledge Assessment score.

SPAN 201 [1st semester] = 3 credits

SPAN 202 [2nd semester] = 3 credits

FRENCH I [#2020]

9th – 12th Grade

2 Credits

Prerequisites: None

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

Specific Objectives:

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

Evaluation:

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

FRENCH II [#2022]

10th – 12th Grade

2 Credits

Prerequisites: French I

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

Specific Objectives:

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

Evaluation:

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

FRENCH III [#2024]

11th – 12th Grade

2 Credits

Prerequisites: French I and II

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

Specific objectives:

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

Evaluation:

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

This course can be taken for Ivy Tech dual credit.

In order to receive college credit for this course, you must have a minimum PSAT, SAT, or Knowledge Assessment score.

FREN 101 [1st semester] = 4 credits

FREN 102 [2nd semester] = 4 credits

FRENCH IV [#2026]

12th Grade

2 Credits

Prerequisites: French I, II, and III

The three basic goals of French IV are:

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

Specific goals:

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

Evaluation:

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

This course can be taken for Ivy Tech dual credit.

In order to receive college credit for this course, you must have a minimum PSAT, SAT, or Knowledge Assessment score.

FREN 201 [1st semester] = 3 credits

FREN 202 [2nd semester] = 3 credits

Fine Arts: Music

BEGINNING BAND [#4160]

9th – 12th Grade

2 Credits

Prerequisites: Successful completion of Jr. High 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. This course counts as a directed elective or elective for all diplomas and fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

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

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

INTERMEDIATE BAND [#4168]

10th – 12th Grade

2 Credits

Prerequisites: Beginning 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. This course counts as a directed elective or elective for all diplomas and fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

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

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

ADVANCED BAND [#4170]

11th – 12th Grade

2 Credits

Prerequisites: Intermediate Band

Advanced Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in the performance of music. This course counts as a directed elective or elective for all diplomas and fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

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

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

ENSEMBLE: PERCUSSION [#4162]

9th – 12th Grade

2 Credits

Prerequisites: Successful completion of Jr. High Band

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 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. This course counts as a directed elective or elective for all diplomas and fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

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

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

BEGINNING CHOIR [#4182]

9th – 12th Grade

2 Credits

Prerequisites: Successful completion of Jr. High Choir

Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Choir 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. This course counts as a directed elective or elective for all diplomas and fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

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

Required performances: Formal and informal Concerts (one each per semester), Southwest Indiana Choral Festival (Oct.), IMEA Non-Competitive Festival (March), ISSMA Organizational Contest (April), and other local performances as assigned.

INTERMEDIATE CHOIR [#4186]

10th – 12th Grade

2 Credits

Prerequisites: Beginning Choir

Intermediate Choir is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Choir 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. Choir 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. This course counts as a directed elective or elective for all diplomas and fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

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

Required performances: Formal and informal Concerts (one each per semester), Southwest Indiana Choral Festival (Oct.), IMEA Non-Competitive Festival (March), ISSMA Organizational Contest (April), and other local performances as assigned.

ADVANCED CHOIR [#4188]

11th – 12th Grade

2 Credits

Prerequisites: Intermediate Choir

Advanced Choir is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Choir 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. Choir 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. This course counts as a directed elective or elective for all diplomas and fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

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

Required performances: Formal and informal Concerts (one each per semester), Southwest Indiana Choral Festival (Oct.), IMEA Non-Competitive Festival (March), ISSMA Organizational Contest (April), and other local performances as assigned.

BEGINNING ORCHESTRA [#4166]

9th – 12th Grade

2 Credits

Prerequisites: Successful completion of Jr. High Orchestra

Beginning Orchestra is based on the Indiana Academic Standards for High School Instrumental Music. Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral 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. This course counts as a directed elective or elective for all diplomas and fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

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

Require performances: Formal and Informal Concerts (one each per semester), IMEA Non-competitive Festival (March), ISSMA Organizational Contest (April) and other local performances as assigned.

INTERMEDIATE ORCHESTRA [#4172]

10th – 12th Grade

2 Credits

Prerequisites: Beginning Orchestra

Intermediate Orchestra is based on the Indiana Academic Standards for High School Instrumental Music. Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral 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. This course counts as a directed elective or elective for all diplomas and fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

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

Require performances: Formal and Informal Concerts (one each per semester), IMEA Non-competitive Festival (March), ISSMA Organizational Contest (April) and other local performances as assigned.

ADVANCED ORCHESTRA [#4174]

11th – 12th Grade

2 Credits

Prerequisites: Intermediate Orchestra

Advanced Orchestra is based on the Indiana Academic Standards for High School Instrumental Music. Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral 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. This course counts as a directed elective or elective for all diplomas and fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

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

Require performances: Formal and Informal Concerts (one each per semester), IMEA Non-competitive Festival (March), ISSMA Organizational Contest (April) and other local performances as assigned.

MUSIC THEORY AND COMPOSITION [#4208]

10th – 12th Grade

2 Credits

Prerequisites: None

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Music Theory and Composition is designed to delve into the inner workings of music. Students will learn to read, analyze, hear, and create music using the standard rules of music theory. Students will also learn to compose music. The students will leave the class with a much greater understanding of how music works and is put together. It is preferred that the student have previous experience in choir, band or strings, although exceptions can be made on a case-by-case basis. This course alternates every other year with Music History and Appreciation. This course counts as a directed elective or elective for all diplomas and fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

Fine Arts: Visual

INTRODUCTION TO 2D ART [#4000]

9th – 12th Grade

1 Credit

Prerequisites: None

Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of quality works. In the area of:

- Art history, students search for meaning, significance, and direction in two-dimensional works of art and artifacts through in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- Art criticism, students search for meaning, significance, and direction in two-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- Aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general; and
- Production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

ADVANCED 2D ART [#4004]

9th – 12th Grade

1 Credit

Prerequisites: Intro to 2D Art

Students in Advanced Two-Dimensional Art build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of quality works. Students will be chosen by past class efforts and submit drawings or e-photos of work. Students will be expected to be highly motivated and to have an interest in art beyond high school. Students will look at current artists and works, as well as traditional visual art. The two main goals of this class will include completion of a portfolio and art that is worthy of public display. Areas of work will include:

- Art history, students search for meaning, significance, and direction in two-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- Art criticism, students search for meaning, significance, and direction in two-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- Aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their own ideas and definitions in relation to the art community in general; and
- Production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. Students at this level produce works that demonstrate a sincere desire to explore a variety of ideas and problems.

DRAWING [#4060]

10th – 12th Grade

1 Credit

Prerequisites: 2D Art + Adv. 2D Art

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.

PAINTING [#4064]

10th – 12th Grade

1 Credit

Prerequisites: 2D Art + Adv. 2D Art

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.

INTRODUCTION TO 3D ART [#4002]

9th – 12th Grade

1 Credit

Prerequisites: None

Students taking Introduction to Three-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of quality works. Students will be chosen by past class efforts and submit drawings or e-photos of work. Students will be expected to be highly motivated and to have an interest in art beyond high school. Students will look at current artists and works, as well as traditional visual art. The two main goals of this class will include completion of a portfolio and art that is worthy of public display.

Areas of work will include:

- Art history, students search for meaning, significance, and direction in three-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- Art criticism, students search for meaning, significance, and direction in three-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- Aesthetics, students search for meaning, significance, and direction in three-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their own ideas and definitions in relation to the art community in general; and
- Production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. Students at this level produce works that demonstrate a sincere desire to explore a variety of ideas and problems.

ADVANCED 3D ART [#4006]

9th – 12th Grade

1 Credit

Prerequisites: Intro to 3D Art

Students in Advanced Three-Dimensional Art build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of quality works. Students will be chosen by past class efforts and submit drawings or e-photos of work. Students will be expected to be highly motivated and to have an interest in art beyond high school. Students will look at current artists and works, as well as traditional visual art. The two main goals of this class will include completion of a portfolio and art that is worthy of public display. Areas of work will include:

- Art history, students search for meaning, significance, and direction in three-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- Art criticism, students search for meaning, significance, and direction in three-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- Aesthetics, students search for meaning, significance, and direction in three-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their own ideas and definitions in relation to the art community in general; and
- Production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of three-dimensional media. Students at this level produce works that demonstrate a sincere desire to explore a variety of ideas and problems.

CERAMICS [#4040]

10th – 12th Grade

1 Credit

Prerequisites: 3D Art + Adv. 3D Art

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.

SCULPTURE [#4044]

10th – 12th Grade

1 Credit

Prerequisites: 3D Art + Adv. 3D Art

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.

AP 2D ART [#4050]

11th – 12th Grade

2 Credits

Prerequisites: Drawing + Painting

The AP 2D Art Program consists of a portfolio exam. Portfolios are designed for students who are seriously interested in the practical experience of art. The portfolios correspond to most college foundation courses. Students submit portfolios for evaluation at the end of the school year. AP Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. The portfolio will have two sections: Sustained Investigation and Selected works.

AP DRAWING [#4048]

11th – 12th Grade

2 Credits

Prerequisites: Drawing + Painting

The AP Drawing Program consists of a portfolio exam. Portfolios are designed for students who are seriously interested in the practical experience of art. The portfolios correspond to most college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. The portfolio will have two sections: Sustained Investigation and Selected works.

AP 3D ART [#4052]

11th – 12th Grade

2 Credits

Prerequisites: Ceramics + Sculpture

The AP 3D Art Program consists of a portfolio exam. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The 3-D Design portfolio involves decision making about how to use the elements and principles of art as they relate to the integration of depth, space, volume, and surface, either actual or virtual. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. The portfolio will have two sections: Sustained Investigation and Selected works.

Physical Education/Health

PHYSICAL EDUCATION I & II [#3542/3544]

9th Grade

2 Credits

Prerequisites: None

Secondary Physical Education emphasizes health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in the following different movement forms: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, and (5) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. Participation is required to pass this course per State of Indiana guidelines for graduation requirements.

Students are expected to dress in athletic clothes and athletic shoes every day; a locker and lock will be provided for this purpose.

WEIGHTS (ADVANCED PHYSICAL EDUCATION) [#3560W]

10th – 12th Grade

2 Credits

Prerequisites: Physical Education I and II

Weights is a co-ed class that focuses on developing strength, speed, and power, which are useful components of everyday life and athletic performance. The major compound lifts (squat, deadlift, press, bench press, rows, cleans, and other variations) will make up the bulk of our training. Students will be taught how to lift properly in a way that is safe and maximizes strength gains. Additionally, we will learn about sets, reps, programming, diet, rest, and nutrition. While the course includes conditioning, flexibility, and plyometric components, most days will involve lifting weights. By the end of the course, students that apply themselves will be stronger, better conditioned, and will likely feel and look better. Enrollment is open to all students in grades 10 through 12, with preference given to athletes.

9th grade students may enroll in this course with successful completion of the summer PE program.

HEALTH (ONLINE ONLY) [#3506]

9th – 10th Grade

1 Credit

Prerequisites: None

Health provides the basis for continued development in becoming a health literate individual. Throughout this course, students work to develop knowledge, concepts, skills, behaviors, and attitudes related to their health and well-being. This course includes content areas as expressed in the Indiana Health & Wellness Standards Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition and Physical Activity; (5) Consumer Health; (6) Personal Health; (7) Alcohol, Tobacco, and Other Drugs; (8) Intentional and Unintentional Injury; and (9) Diseases and Disorders.

Students will explore the effect of health behaviors on an individual's quality of life. A variety of instructional strategies, including technology, are used to further develop health literacy. The goal of this course is to assist students in understanding that health is a lifetime commitment. Students are encouraged to become critical thinkers; responsible, productive citizens; self-directed.

Business

INTRO TO BUSINESS [#4518]

9th – 12th Grade

1 Credit

Prerequisites: None

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

PERSONAL FINANCE [#4540]

9th – 12th Grade

1 Credit

Prerequisites: None

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understanding banking, budgeting, record-keeping and managing risk, insurance, and credit card debt. Now required for graduation effective: Class of 2027 and beyond!

This course can be taken for Indiana State dual credit.

FIN 108 [1st semester] = 3 credits

BUSINESS LAW AND ETHICS [#4560]

10th – 12th Grade

2 Credits

Prerequisites: None

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

DIGITAL APPLICATIONS AND RESPONSIBILITIES [#4528]

9th – 12th Grade

2 Credits

Prerequisites: None

Digital Applications and Responsibilities is a business course that provides instruction in software concepts using a Windows-based professional suite, which includes word processing, spreadsheet, database, graphics, and presentation applications. Instruction in basic computer hardware and operating systems that support software applications is provided. Additional concepts and applications dealing with software integration, Internet use, and information about future technology trends are included. Instructional strategies should include teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem-solving and critical-thinking activities, simulations, and mini-baskets/in-basket projects. Areas of instruction include advanced applications and integration of a professional suite and the use of emerging technology.

This course can be taken for Ivy Tech dual credit.

In order to receive college credit for this course, you must have a minimum PSAT, SAT, or Knowledge Assessment score.

CINS 101 [1st semester] = 3 credits

PRINCIPLES OF BUSINESS MANAGEMENT [#4562]

11th – 12th Grade

2 Credits

Prerequisites: Successful completion of another Business course

Principles of Business Management is a course that emphasizes the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. This course focuses on primary attention to developing business problem-solving skills and decision-making skills using Microsoft Access and Excel. This course also explores the advanced integration of features associated with Microsoft Word and PowerPoint.

This course can be taken for Ivy Tech dual credit.

In order to receive college credit for this course, you must have a minimum PSAT, SAT, or Knowledge Assessment score.

BOAT 207 [2nd semester] = 3 credits

AP COMPUTER SCIENCE A [#4570]

11th – 12th Grade

2 Credits

Prerequisites: Web Design and Algebra I

AP Computer Science A is a business mathematics course that provides students with the content established by the College Board. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and also includes the study of data structures, design, and abstraction. The course provides students an alternative to taking pre-calculus or calculus to fulfill the four-year math requirement for graduation. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/repository/ap-computer-science-course-description.pdf>.

Family and Consumer Sciences: Culinary

PRINCIPLES OF HOSPITALITY [#7173]

9th – 12th Grade

2 Credits

Prerequisites: None

Principles of Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making which affects operation management, products, labor, and revenue. Additionally, this course will help students learn basic principles of sanitation and safety in order to maintain a safe and healthy food service environment. It presents laws and regulations related to safety, fire, and sanitation and how to adhere to them in the food service operation. This course is the first course in the culinary series and is a required basis for the other courses.

NUTRITION [#7171]

9th – 12th Grade

2 Credits

Prerequisites: Principles of Hospitality

Nutrition is an introductory course recommended for all students as a life foundation and academic enrichment. This course is especially relevant to students interested in careers related to nutrition, food services, and wellness. The class introduces students to 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. Food prep experiences are preferred. This course is the second course in the culinary series that provides a foundation for post-secondary training.

CULINARY ARTS I [#7169]

10th – 12th Grade

2 Credits

Prerequisites: Princ. of Hospitality & Nutrition

Culinary Arts and Hospitality I prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; apply basic principles of sanitation and safety in order to maintain safe and healthy food service and hospitality environments; use and maintain related tools and equipment; and apply management principles in food service or hospitality operations. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students' laboratory experiences. Students are monitored in their laboratory experiences by the Culinary Arts and Hospitality teacher. This is the last course in the culinary series and the signals the completion of this pathway.

Family and Consumer Sciences: Education

PRINCIPLES OF TEACHING [#7161]

9th – 12th Grade

2 Credits

Prerequisites: None

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20-hour classroom observation experience is required for successful completion of this course.

CHILD AND ADOLESCENT DEVELOPMENT [#7157]

9th – 12th Grade

2 Credits

Prerequisites: Must be taken with or after Princ. of Teaching

Child and Adolescent Development examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture and the media are discussed. An observation experience up to 20 hours may be required for completion of this course.

Agriculture

PRINCIPLES OF AGRICULTURE [#7117]

9th – 12th Grade

2 Credits

Prerequisites: None

Principles of Agriculture is a two-semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding and the role of agriculture in the United States and globally. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, as well as careers. This course replaces the formerly known Intro to Agriculture course.

This course can be taken for Ivy Tech dual credit.

AGRI 100 [Both semesters] = 3 credits

ANIMAL SCIENCE [#5008]

9th – 12th Grade

2 Credits

Prerequisites: Princ. of Agriculture

Animal Science is a two-semester program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience, and learning about career opportunities in the area of animal science.

This course can be taken for Ivy Tech dual credit.

AGRI 103 [Both semesters] = 3 credits

ADVANCED LIFE SCIENCE, ANIMALS [#5070]

10th – 12th Grade

2 Credits

Prerequisites: Animal Science

Advanced Life Science: Animals is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts related to history and trends in animal agriculture as related to animal welfare, husbandry, diseases and parasites, laws and practices relating to handling, housing, environmental impact, global sustainable practices of animal agriculture, genetics, breeding practices, biotechnology uses, and comparative knowledge of anatomy and physiology of animals used in animal agriculture.

This course can be taken for Ivy Tech dual credit.

AGRI 107 [Both semesters] = 3 credits

LANDSCAPE & TURF MANAGEMENT [#7115]

9th – 12th Grade

2 Credits

Prerequisites: Princ. of Agriculture

Landscape and Turf Management is a two-semester course that provides the student with an overview of the many career opportunities in the diverse field of landscape and turf management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications, and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers.

This course can be taken for Ivy Tech dual credit.

AGRI 164 [Both semesters] = 3 credits

HORTICULTURAL SCIENCE [#5132]

9th – 12th Grade

2 Credits

Prerequisites: Princ. of Agriculture

Horticulture Science is a two semester course that provides students with a background in the field of horticulture. Coursework includes hands-on activities that encourage students to investigate areas of horticulture as it relates to the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Students are introduced to the following areas of horticulture science: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, greenhouse management, floral design, and pest management.

This course can be taken for Ivy Tech dual credit.

AGRI 116 [Both semesters] = 3 credits

SUMMER AGRICULTURAL EXPERIENCE [#5228]

9th – 12th Grade

1 Credit

Prerequisites: Princ. of Agriculture

Horticulture Science is a two semester course that provides students with a background in the field of horticulture. Coursework includes hands-on activities that encourage students to investigate areas of horticulture as it relates to the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Students are introduced to the following areas of horticulture science: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, greenhouse management, floral design, and pest management.

This is an independent study course that takes place over the summer.

Industrial Technology

INTRODUCTION TO ADVANCED MANUFACTURING [#4796]

9th – 12th Grade

2 Credits

Prerequisites: None

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

PRINCIPLES OF CONSTRUCTION TRADES [#7130]

9th – 12th Grade

2 Credits

Prerequisites: None

Principles of Construction Trades is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial, and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In Indiana Department of Education 67 High School Course Titles and Descriptions addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, drywalling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers. This course replaces the formerly known Intro to Construction course.

CONSTRUCTION TRADES: FRAMING AND FINISHING [#7122]

11th – 12th Grade

2 Credits

Prerequisites: Construction Trades I

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

Engineering

INTRODUCTION TO ENGINEERING DESIGN [#4802]

9th – 12th Grade

2 Credits

Prerequisites: None

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

PRINCIPLES OF ENGINEERING [#5644]

10th – 12th Grade

2 Credits

Prerequisites: Intro to Engineering Design

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

ENVIRONMENTAL SUSTAINABILITY [#4818]

11th – 12th Grade

2 Credits

*Prerequisites: Intro to Engineering Design;
Princ. of Engineering; Biology*

Environmental Sustainability is a specialization course that builds upon prior knowledge learned in previous engineering and science courses. Students investigate and design solutions in response to current challenges such as providing the world with clean and abundant drinking water, an adequate food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to design, build, and test potential solutions. This course engages critical thinking and problem-solving skills as students apply and extend their knowledge through designing experiments, managing projects, conducting research, and creating presentations to communicate solutions.

Miscellaneous

STUDENT ASSISTANTS [#9002]

11th – 12th Grade

1 Credit

Prerequisites: 2.7 GPA and Good Attendance Record

Student Assistant placements strengthen previously developed skills and introduces new skills, concepts, and applications needed to prepare students for entry-level employment. Students could work in the high school offices, the library, or classrooms. The only grade given for a student assistant is “P” (pass) or “F” (fail). **This class is not included in GPA.**

JOBS FOR AMERICA'S GRADUATES (JAG) [#0509]

11th – 12th Grade

2 Credits

Prerequisites: Evaluation by Committee

Jobs for America’s Graduates (JAG) is a state-based, national non-profit organization dedicated to helping high school students achieve success through graduation. JAG is a resiliency-building workforce program that helps students learn in-demand employability skills and provides a bridge to post-secondary education and career advancement opportunities. JAG students receive adult mentoring, leadership and team building, academic support, communication skills, and overall learning of what it will take to be successful when they leave high school.

JAG students will participate in service-based learning activities, work experiences, etc. while being able to explore a variety of careers and educational opportunities of the students’ interests.

SERVICE-BASED LEARNING [#0539]

9th-12th Grade

0 Credits

Prerequisites: Signed verification from SBL coordinator and student

Service-Based Learning integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility (and other employability skills), and strengthen communities. SBL can be classified by three core indicators: (1) integrating academic study with service experience; (2) reflecting larger social, economic, and societal issues; and (3) collaborative efforts between students, schools, and community partners. This “course” will be added to a student’s transcript only after successful completion of the activity, a signed verification from the coach/sponsor, and a signed written reflection statement from the student. See page 4 for more information about service-based learning opportunities. The grade will be pass/fail, is not included in GPA calculations, and serves as an employability skills requirement for graduation.

WORK-BASED LEARNING (LV. 1) [#0543]

11th-12th Grade

0 Credits

Prerequisites: Signed verification from WBL coordinator and student

Work-Based Learning is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom knowledge to practical problems, to explore career options, and pursue personal and professional goals. WBL includes activities that can occur in workplaces or school-based enterprises and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. It supports entry or advancement in the career field and can serve as the culminating course or event in a student’s chosen career pathway. Through WBL, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in real world settings. This can be a paid or unpaid experience. **Minimum 5 hours of work experience per week and a weekly log must be signed by employer and student and returned to appropriate personnel.** See page 4 for more information about work-based learning opportunities. The grade will be pass/fail, is not included in GPA calculations, and serves as an employability skills requirement for graduation.

PROJECT-BASED LEARNING [#0547]

10th-12th Grade

0 Credits

Prerequisites: Signed verification from PBL coordinator and student

Project-Based Learning allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make their project work public by explaining, displaying and/or presenting it to people beyond the classroom. See page 4 for more information about project-based learning opportunities. The grade will be pass/fail, is not included in GPA calculations, and serves as an employability skills requirement for graduation.

Hoosier Hills Career Center

Programs at Hoosier Hills Career Center, located behind Bloomington High School North, are available for 11th and 12th grade students on track for graduation. Programs at HHCC may be used to fulfill both postsecondary readiness and employability skills requirements for graduation pathways.

*Number of credits listed under dual credit sections indicate college-level credits to be awarded. Number of credits listed along with each course denotes high school credits to be applied to high school transcripts following course completion.

AUTOMOTIVE COLLISION REPAIR PATHWAY

POTENTIAL DUAL CREDIT AVAILABLE WITH THIS PATHWAY:

Dual Credit Opportunities (Ivy Tech):

AUBR 100 [1st Year Fall Semester] = 3 Credits

AUBR 103 [1st Year Fall Semester] = 3 Credits

AUBR 101 [1st Year Spring Semester] = 3 Credits

AUBR 125 [1st Year Spring Semester] = 3 Credits

AUBR 220 [2nd Year Spring Semester] = 3 Credits

PRINCIPLES OF COLLISION REPAIR [#7215]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

Principles of Collision Repair provides students an overview of the operating, electrical, and general maintenance systems of the modern automobile. Students will be introduced to the safety and operations of equipment and tools used in the automotive collision industry. Students will study the basics of collision repair, along with learning to perform basic service and maintenance, including the car's starting and charging system.

AUTOMOTIVE BODY REPAIR [#7204]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

Automotive Body Repair provides students with an understanding of the materials, measuring, welding, and information resources applicable to collision repair. Students will study steel and aluminum dent repair, including the welding practices commonly performed within an automotive repair environment. Students will gain basic skills and knowledge in oxy-fuel welding, cutting, brazing and plasma cutting, gas metal arc welding, squeeze type resistance welding, exterior panel welding, and I-CAR welding test preparation. Students will also learn the installation of moldings, ornaments, and fasteners with emphasis on sheet metal analysis and safety.

PLASTIC BODY REPAIR AND PAINTING FUNDAMENTALS [#7206]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

Plastic Body Repair and Paint Fundamentals introduces the types of fiberglass and plastic materials used in auto body repair and considerations for automotive painting. Students will explore methods for repairing fiberglass and plastic damage, like welding, reinforcing, repairing holes, and retexturing plastic. Students will be asked to demonstrate the proper use of primers and sealers, spraying techniques, and an understanding of various paint finishes.

COLLISION REPAIR CAPSTONE [#7380]

12th Grade

6 Credits

Prerequisites: Completion of foundational courses

This course further explores important skills and competencies within the Automotive Body Technology Pathway. Topics such as Automotive Painting Technology, Collision Damage Appraising, and Fiberglass Plastic Repair. Additionally, Co-Op and Internship opportunities will be available for students.

AUTOMOTIVE SERVICES PATHWAY

POTENTIAL DUAL CREDIT AND CERTIFICATIONS AVAILABLE WITH THIS PATHWAY:

Dual Credit Opportunities (Ivy Tech):

AUTI 100 [1st Year Fall Semester] = 3 Credits
AUTI 111 [1st Year Fall Semester] = 3 Credits
AUTI 121 [1st Year Fall Semester] = 3 Credits
AUTI 141 [2nd Year Fall Semester] = 3 Credits

AUTI 122 [1st Year Spring Semester] = 3 Credits
AUTI 131 [1st Year Spring Semester] = 3 Credits
AUTI 145 [1st Year Spring Semester] = 3 Credits

Potential Certification Opportunities:

- Certificate of Technical Attainment in Maintenance and Light Repair

PRINCIPLES OF AUTOMOTIVE SERVICES [#7213]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

In Automotive Technology, students learn the functions and operational systems of vehicles, as well as how to diagnose and repair them.

BRAKE SYSTEMS [#7205]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

This course gives students an in-depth study of vehicle electrical systems. Students will study the fundamentals of electricity and automotive electronics in various automotive systems. Additionally, it teaches theory, service, and repair of automotive braking systems. This course provides an overview of various mechanical brake systems used on today's automobiles. This course will emphasize professional diagnosis and repair methods for brake systems.

STEERING AND SUSPENSIONS [#7212]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

This course takes an in-depth look at engine performance, including concepts in the diagnosis and repair of ignition, fuel, emission, and related computer networks. This course presents engine theory and operation and studies the various engine designs utilized today. Hybrid/Alternative fuel technology will also be introduced.

AUTOMOTIVE SERVICES CAPSTONE [#7375]

12th Grade

6 Credits

Prerequisites: Completion of foundational courses

This course further explores important skills and competencies within the Automotive Service Technology Pathway. Topics such as Steering & Suspension, Engine Repair, Climate Control, and Driveline Service are included. Additionally, Co-Op and Internship opportunities will be available for students.

CONSTRUCTION TRADES-CARPENTRY PATHWAY

POTENTIAL DUAL CREDIT AND CERTIFICATIONS AVAILABLE WITH THIS PATHWAY:

(Dual Credit testing REQUIRED for this pathway)

Dual Credit Opportunities (Vincennes):

CNST 100 [1st Year Fall Semester] = 1 Credit
CNST 120 [1st Year Fall Semester] = 3 Credits

Potential Certification Opportunities:

- OSHA 10

PRINCIPLES OF CONSTRUCTION TRADES [#7130]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

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

CONSTRUCTION TRADES: GENERAL CARPENTRY [#7123]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

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

CONSTRUCTION TRADES: FRAMING AND FINISHING [#7122]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

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

CONSTRUCTION TRADES: CAPSTONE [#7242]

12th Grade

6 Credits

Prerequisites: Completion of foundational courses

The Construction Trades Capstone course covers the basics of electricity and working with concrete. Electrical topics include the National Electric Code, electrical safety, electrical circuits, basic electrical construction drawings, and residential electrical services. Students may also gain an understanding on concrete properties, foundations, slab-on-grades, and vertical and horizontal formwork. The course prepares students for the NCCER Carpentry Forms Level 3 and Electrical Level 1 certificates.

CULINARY ARTS PATHWAY

POTENTIAL DUAL CREDIT AND CERTIFICATIONS AVAILABLE WITH THIS PATHWAY:

(Dual Credit testing REQUIRED for this pathway)

Dual Credit Opportunities (Vincennes):

HOSP 101 [1st Year Fall Semester] = 2 Credits

HOSP 102 [1st Year Fall Semester] = 3 Credits

HOSP 103 [1st Year Spring Semester] = 3 Credits

HOSP 104 [1st Year Spring Semester] = 3 Credits

HOSP 105 [1st Year Spring Semester] = 3 Credits

HOSP 108 [2nd Year Spring Semester] = 3 Credits

Potential Certification Opportunities:

- SERV-Safe
- Certification of Technical Attainment in Culinarian

PRINCIPLES OF CULINARY AND HOSPITALITY [#7173]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

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

NUTRITION [#7171]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

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

CULINARY ARTS [#7169]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

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

CULINARY ARTS CAPSTONE [#7233]

12th Grade

6 Credits

Prerequisites: Completion of foundational courses

This course covers the techniques and skills needed in breakfast cookery as well as insight into the pantry department. Various methods of preparation of eggs, pancakes, waffles, and cereals will be discussed. Students will receive instruction in salad preparation, salad dressing, hot and cold sandwich preparation, garnishes and appetizers. This course also covers the necessary skills for proper recruiting, staffing, training, and management of employees at various levels. The course will help prepare the student for the transition from employee to supervisor. Additionally, it will help the student evaluate styles of leadership, and develop skills in human relations and personnel management.

EDUCATION AND TRAINING PATHWAY

POTENTIAL DUAL CREDIT AND CERTIFICATIONS AVAILABLE WITH THIS PATHWAY:

(Dual Credit testing REQUIRED for this pathway)

Dual Credit Opportunities (Ivy Tech):

EDUC 101 [1st Year Fall Semester] = 3 Credits

EDUC 121 [1st Year Spring Semester] = 3 Credits

EDUC 201 [1st Year Spring Semester] = 3 Credits

EDUC 230 [2nd Year Spring Semester] = 3 Credits

EDUC 233 [2nd Year Spring Semester] = 3 Credits

EDUCATION CAREERS PRINCIPLES OF TEACHING [#7161]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20-hour classroom observation experience is required for successful completion of this course.

CHILD AND ADOLESCENT DEVELOPMENT [#7157]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

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

TEACHING AND LEARNING [#7162]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly-used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management.

ED PROFESSIONS CAPSTONE [#7267]

12th Grade

6 Credits

Prerequisites: Completion of foundational courses

The Education Professions Capstone provides an extended opportunity for field experience to further apply concepts that have been presented throughout the pathway. Students will also have the opportunity to explore the topics of the exceptional child and literacy development through children's literature. Students will gain a deeper understanding of inclusive teaching techniques along with policies, theories, and laws related to special education. Students interested in pursuing a career in Elementary Education are encouraged to also study the benefits of using children's literature in the classroom. This course may be further developed to include specific content for students interested in pursuing a career in secondary education. The course should include a significant classroom observation and assisting experience.

FIRE AND RESCUE PATHWAY

POTENTIAL DUAL CREDIT AND CERTIFICATIONS AVAILABLE WITH THIS PATHWAY:

Dual Credit Opportunities (Ivy Tech):

HSPS 102 [1st Year Fall Semester] = 3 Credits
HLHS 104 [1st Year Fall Semester] = 0.5 Credits
HSPS 106 [1st Year Fall Semester] = 3 Credits
HSPS 122 [1st Year Fall Semester] = 3 Credits

HSPS 120 [1st Year Spring Semester] = 3 Credits
HSPS 125 [1st Year Spring Semester] = 3 Credits
HSPS 161 [1st Year Spring Semester] = 3 Credits
HSPS 165 [1st Year Spring Semester] = 3 Credits
HSPS 167 [1st Year Spring Semester] = 3 Credits

Potential Certification Opportunities:

- Firefighter I
- Firefighter II
- Emergency Medical Responder
- HAZMAT Awareness
- HAZMAT Operations
- POST
- START Triage
- Autism
- NIMS 100
- NIMS 200
- NIMS 700
- NIMS 800
- Certificate of Attainment in Firefighter

Fire Capstone/EMT Dual Credit Opportunities (Ivy Tech): Please see page 48!

PRINCIPLES OF FIRE AND RESCUE [#7195]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

Principles of Fire and Rescue introduces students to the various roles that firefighters and emergency services workers play to protect the public from the loss of life and property. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries, or perform other vital functions. This course will introduce students to the history, terminology, and basic firefighting skills needed for a beginning firefighter. Additionally, students will develop a career plan for a career in public safety; including areas of Fire Science, Homeland Security, and Emergency Medical Services.

FIREFIGHTING FUNDAMENTALS [#7189]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

Firefighting Fundamentals is for those students who are seeking certification as a firefighter. This course will prepare students for the Hazardous materials Awareness and Operations certifications and will introduce students to NFPA 1001, which serves as the standard of measurement for all firefighters in North America. Students will learn the knowledge and hands-on practical skills for managing and controlling a hazardous materials incident required for the certifications. Furthermore, students will study how a fire behaves and will learn the basic firefighting skills needed to extinguish a fire while protecting themselves and other firefighters.

ADVANCED FIREFIGHTING [#7186]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

Advanced Firefighting expands upon the principles and techniques of firefighting learned in Firefighting Fundamentals. Students will study fire protection systems, firefighter safety, and survival. Students will also learn what fire is, the chemical hazards of combustion, and related by-products of fire. Additionally, students will gain a better understanding of fire department organization, administration, operations, and basic strategies and tactics.

FIRE AND RESCUE CAPSTONE/EMT [#7229]

12th Grade

6 Credits

Prerequisites: Completion of foundational courses

Fire and Rescue Capstone will prepare students to earn the EMT certification. See certification and dual credit list under “Health Science Pathways” and the description for Emergency Services information on the following pages.

HEALTH SCIENCE PATHWAY

POTENTIAL DUAL CREDIT AND CERTIFICATIONS AVAILABLE WITH THIS PATHWAY:

(Dual Credit testing may be REQUIRED for this pathway)

Health Science Dual Credit Opportunities (Ivy Tech):

HLHS 104 [1st Year Fall Semester] = 0.5 Credits

HLHS 113 [1st Year Fall Semester] = 3 Credits

HLHS 100 [1st Year Spring Semester] = 3 Credits

HLHS 101 [1st Year Spring Semester] = 3 Credits

HLHS 102 [1st Year Spring Semester] = 3 Credits

HLHS 107 [1st Year Spring Semester] = 3 Credits (CNA Only)

HLHS 121 [1st Year Spring Semester] = 3 Credits

IVY T106 [1 Year Spring Semester] = 1 Credit

Potential Certification Opportunities:

- BLS CPR
- Dementia Certificate or Technical Attainment in Dementia
- CCMA
- CNA
- Phlebotomy
- HHA

EMT Dual Credit Opportunities (Ivy Tech):

HLHS 100 [1st Year Fall Semester] = 3 Credits

HLHS 104 [1st Year Fall Semester] = 0.5 Credits

HLHS 101 [1st Year Spring Semester] = 3 Credits

HLHS 102 [1st Year Spring Semester] = 3 Credits

PARM 102 [1st Year Spring Semester] = 7.5 Credits

Potential Certification Opportunities:

- National Registry Emergency Medical Technician
- BLS CPR
- Pediatric Education for Pre-Hospital Providers

PRINCIPLES OF HEALTHCARE [#7168]

Principles of Healthcare content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student's career objectives.

MEDICAL TERMINOLOGY [#5274]

Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation of a medical vocabulary including; appropriate and accurate meaning, spelling, and pronunciation of medical terms, and abbreviations, signs, and symbols.

HEALTHCARE SPECIALIST: CNA [#7166]

The Healthcare Specialist: CNA prepares individuals desiring to work as nursing assistants with the knowledge, skills, and attitudes essential for providing basic care in extended care facilities, hospitals, and home health agencies under the direction of licensed nurses. The course will introduce students to the disease process and aspects of caring for a long-term care resident with dementia. Individuals who successfully complete this course are eligible to apply to sit for the Indiana State Department of Health (ISDH) certification exam for nursing assistants. This course meets the minimum standards set forth by the ISDH for Certified Nursing Assistant training and for health care workers in long-term care facilities.

EMERGENCY MEDICAL SERVICES [#7165]

This course is based on the training program developed by the Department of Transportation and the Emergency Medical Services Commission of Indiana. It covers theories, techniques, and operational aspects of pre-hospital emergency care within the scope and responsibility of the emergency medical technician (EMT). It requires laboratory practice and clinical observation in a hospital emergency room and ambulance. Successful completion of the course meets national requirements to test for certification as an NREMT.

HEALTHCARE CAPSTONE [#7255]

The capstone course will provide Healthcare students the opportunity to acquire additional knowledge and skills necessary to work in a variety of health care settings beyond a long-term care facility, including hospitals, doctor's offices, and clinics. Students can accomplish this goal by completing coursework that will cover topics such as Medical Law and Ethics, Electronic Health Records, and/or Behavioral Health. Schools may offer additional healthcare certifications such as the Certified Clinical Medical Assistant or Phlebotomy along with the coursework.

WELDING TECHNOLOGY PATHWAY

POTENTIAL DUAL CREDIT AND CERTIFICATIONS AVAILABLE WITH THIS PATHWAY:

Dual Credit Opportunities (Ivy Tech):

WELD 100 [1st Year Fall Semester] = 3 Credits

WELD 108 [1st Year Fall Semester] = 3 Credits

WELD 207 [1st Year Fall Semester] = 3 Credits

WELD 206 [1st Year Spring Semester] = 3 Credits

WELD 272 [1st Year Spring Semester] = 3 Credits

WELD 208 [2nd Year Spring Semester] = 3 Credits

WELD 273 [2nd Year Spring Semester] = 3 Credits

Potential Certification Opportunities:

- OSHA 10
- AWS Level 1
- Certificate (or Partial) of Technical Attainment in Structural Welding

WELDING TECHNOLOGY [#7110]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

Principles of Welding Technology includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and basic welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Designer, Researcher, or Engineer. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for postsecondary and career success.

SHIELDED METAL ARC WELDING (SMAW) [#7111]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

Shielded Metal Arc Welding involves the theory and application of the Shielded Metal Arc Welding process. Process theory will include basic electricity, power sources, electrode selection, and all aspects pertaining to equipment operation and maintenance. Laboratory welds will be performed in basic weld joints with a variety of electrodes in the flat, horizontal, and vertical positions. Emphasis will be placed on developing the basic skills necessary to comply with AWS industry standards.

GAS WELDING PROCESSES (GMAW) [#7101]

11th – 12th Grade

2 Credits

Prerequisites: Application + Acceptance to HHCC Program

Gas Welding Processes is designed to cover the operation of Gas metal Arc Welding (MIG) equipment. This will include all settings, adjustments, and maintenance needed to weld with a wire feed system. Instruction on both short-arc and spray-arc transfer methods will be covered. Tee, lap, and open groove joints will be done in all positions with solid, flux core, and aluminum wire. Test plates will be made for progress evaluation. Schools may choose to offer the course as a comprehensive MIG Welding course or a combination of introductory MIG and TIG Welding operations.

WELDING TECHNOLOGY CAPSTONE [#7226]

12th Grade

6 Credits

Prerequisites: Completion of foundational courses

The Welding Technology Capstone course builds upon the knowledge and skills developed in Welding Fundamentals, Shielded Metal Arc Welding, and Gas Metal Arc Welding by developing advanced welding skills in Gas Tungsten Arc Welding (TIG), Pipe Welding, and Fabrication. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.