**Winchester Community**

**High School**

**Course Description Guide**

**WCHS Mission Statement**

**Winchester Community High School will set high standards and expect high achievement from everyone every day.**

**WCHS Vision Statement**

**Winchester Community High School will prepare our students to excel in an ever-changing world.**

**Winchester Community**

**High School**

**700 North Union Street**

**Winchester, IN 47394**

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**2021-2022 School Year**

**This guide is available online at wchs.rc.k12.in.us under the Guidance Tab**

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**ENGLISH/LANGUAGE ARTS**

**ENGLISH 9**

*1002 (ENG 9)*

*English 9,* an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

* Recommended Grade Level: 9
* Credits: 2 semester course, 1 credit per semester
* Fulfills and English/Language Arts requirement for all diplomas.

**ENGLISH 9 HONORS**

1002H (ENG 9)

This course is of greater depth and complexity than English 9 with a greater emphasis on higher levels of the learning taxonomy, namely, analysis, synthesis and evaluation. Students continue to practice more sophisticated levels of writing through technology services.

* Recommended Grade Level: 9
* Prerequisites: Testing/Identification, eighth-grade teacher recommendation
* Credits: 2 credits, a two-semester course with 1 credit per semester
* Fulfills an English/Language Arts requirement for all diplomas.

**ENGLISH 10**

*1004 (ENG 10)*

*English 10,* an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentation with attention to audience and purpose and access, analyze and evaluative online information.

* Recommended Grade Level: 10,11
* Prerequisites: English 9 or teacher recommendation
* Credits: 2 credits, a two-semester course with 1 credit per semester
* Fulfills an English/Language Arts requirement for all diplomas.

**ENGLISH 10 HONORS**

1004H (ENG 10)

This class is of greater depth and complexity than English 10 and will better prepare the student to take a college class. Regular sophomore curriculum with enrichment will be studied. Writing, research skills, and oral skills will be challenged and developed.

* Recommended Grade Level: 10
* Prerequisites: English 9 Honors with a “B- “average or teacher recommendation
* Credits: 2 credits, a two-semester course with 1 credit per semester
* Fulfills an English/Language Arts requirement for all diplomas.

**ENGLISH 11**

*1006 (ENG 11)*

*English 11*, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g., analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

* Recommended Grade Level: 11
* Prerequisites: English 9 and English 10 or teacher recommendation
* Credits: 2 credits, a two-semester course with 1 credit per semester
* Fulfills an English/Language Arts requirement for all diplomas

**ENGLISH 12**

*1008 (ENG 12)*

*English 12,* an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11-12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g., analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

* Recommended Grade Level: 12
* Prerequisites: English 9, English 10, and English 11 or teacher recommendation
* Credits: 2 credits, a two-semester course with 1 credit per semester
* Fulfills an English/Language Arts requirement for all diploma types.

**ENGLISH 111, CC**

**ENGLISH COMPOSITION -- ENGL 111**

*1124 (ADV ENG CC) (ENG 111 CC)*

This is a dual credit course through Ivy Tech College.  Students who take this course will be prepared to write college level research papers.  They will also learn a great deal about the essay form.  Students will write the following essays over the course of the year: summary/response, rhetorical analysis, annotated bibliography, synthesis essay, argumentation essay, and will compose several expository pieces as well.  This course will also help prepare interested students for the AP Language and Composition Exam.  Students who receive a passing grade on the AP Exam have the opportunity to earn an additional 3 credit hours.

* Recommended Grade Level: 11, 12
* Required Prerequisites: PSAT, ACT, SAT, or Knowledge Assessment or GPA of 2.6 and a writing sample
* Credits: 1 credit per semester, 2 semesters (3 Ivy Tech credits)
* Fulfills an English/Language Arts requirement for all diplomas
* This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

**ADVANCED ENGLISH/LANGUAGE ARTS, CC**

**CREATIVE WRITING 202**

**INTRO TO LITERATURE 206**

*1124 (ADV ENG CC) (ENG LIT CC) (CREATWRIT CC)*

This is a dual credit course through Ivy Tech College.  Students who take this course will be prepared to write college level literary analysis papers over a variety of topics.  Critical study of literature and literary terminology makes up the backbone of this course, as students study the short story, the novella, the novel, drama, and poetry.  This course will also help prepare interested students for the AP Literature Exam.  Students who receive a passing grade on the AP Exam have the opportunity to earn an additional 3 credit hours. Students will learn to compose creative works in a variety of forms: short story, children’s books, personal narrative, drama, and poetry.  The course is set up in a workshop style to allow for feedback on the creative projects and writing.

* Recommended Grade Level: 11, 12
* Required Prerequisites: ENGLISH 111
* Credits: 1 semester course, 1 credit per semester, 2 semesters (3 Ivy Tech credits)
* Fulfills an English/Language Arts requirement for all diplomas
* This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

**FILM LITERATURE**

*1034 (FILM LIT)*

*Film Literature*, a course based on the *Indiana Academic Standards for English/Language Arts*, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. Course can be offered in conjunction with a composition course, or schools may embed *Indiana Academic Standards for English/Language Arts* writing standards within curriculum.

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

**GENERES OF LITERATURE**

*1036 (GENRES LIT)*

*Genres of Literature,* a course based on the Indiana Academic Standards for English/Language Arts, us a study of various literary genres, such as poetry, novels short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Student analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had a stronger impact on the culture than others in different historical time periods, and periods of Romanticism, Realism, Modernism, The Harlem Renaissance, and Contemporary Literature. Students examine a variety of literary genres, such as dramas, epic and lyric poetry, novels, oratory, short stories, biographies, journals, diaries, essays, and others. Students analyze how the trends and movements shaped the literature of the time and how the works of the various literary trends and movements continue to affect contemporary literature and issues. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing as standards within the curriculum.

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

**THEMES IN LITERATURE**

*1048 (THEMES LIT)*

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

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

**STUDENT MEDIA**

**STUDENT MEDIA 1/2**

**STUDENT MEDIA 3/4—YEARBOOK**

*1086 (STDNT MEDIA)*

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

* Recommended Grade Level: 9, 10, 11, 12
* Recommended Prerequisites: Journalism, Digital Media, or teacher recommendation
* Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels.
* Counts as an Elective for all diplomas.
* Fulfills the Fine Arts Requirement for the Core 40 with Academic Honors Diploma
* NOTE: This is the designated school newspaper or yearbook course*.*

**SOCIAL STUDIES**

**ECONOMICS**

*1514(ECON)*

*Economics* examines the allocation of resources and their uses for satisfying human needs and wants. The

course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

* Recommended Grade Level: 11, 12
* Credits: 1 semester course, 1 credit per semester
* Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors
* Fulfills a Social Studies requirement for the General Diploma
* Qualifies as a Quantitative Reasoning course

**ETHNIC STUDIES**

*1516 (ETH STUDIES)*

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

* Recommended Grade Level: None
* Credits: 1 semester course, 1 credit per semester
* Counts as an Elective for all diplomas

**INDIANA STUDIES**

*1518 (IN STUDIES)*

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

* Recommended Grade Level: None
* Credits: 1 semester course, 1 credit per semester
* Counts as an Elective for all diplomas

**PSYCHOLOGY, CC**

**INTRODUCTION TO PSYCHOLOGY – PSYC 101**

*1532 (PSYCH)*

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

* Recommended Grade Level: 10,11,12
* Recommended Prerequisite: PSAT, SAT, ACT, Knowledge Assessment, Junior or Senior GPA of 2.6
* Credits: 1 to 2 semester course, 1 credit per semester
* Counts as an Elective for all diplomas

**UNITED STATES GOVERNMENT**

*1540 (US GOVT)*

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

* Recommended Grade Level: 11, 12
* Credits: 1 semester course, 1 credit per semester
* Fulfills the Government requirement for all diplomas

**UNITED STATES GOVERNMENT, CC**

**INRTODUCTION TO AMERICAN GOVERNMENT & POLITICS – POLS 101**

*1540H (US GOVT CC)*

*Introduction to American Government and Politics* examines federalism, theories of the origins and purposes of government and other aspects of the American government, including interest groups, political parties, and the electoral process.  Emphasis is placed on constitutional backgrounds and the organization and functions of the executive, legislative, and judicial segments of the national government, civil liberties and civil rights, public opinion, media, bureaucracies, domestic and foreign policy. Emphasis will be placed on importance of active involvement in the governmental process by the citizens.

* Recommended Grade Level: 12
* Prerequisites:PSAT, ACT, SAT, Knowledge Assessment, GPA 2.6
* Credits: 1 semester course, 1 credit per semester (3 Ivy Tech credits)
* Counts as an Elective for all diplomas
* This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

**UNITED STATES HISTORY**

*1542 (US HIST)*

*United States History* is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the late twenty-first century. After reviewing fundamental themes in early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in the national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use the primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

* Recommended Grade Level: None
* Credits: 2 semester course, 1 credit per semester
* Fulfills the US History requirement for all diplomas.

**UNITED STATES HISTORY, CC**

**SURVEY OF AMERICAN HISTORY I – HIST 101**

**SURVEY OF AMERICAN HISTORY II – HIST 102**

*1542H (US HIST CC)*

*Survey of American History* covers major themes including the post-Civil War period, western expansion, industrial growth of the nation and its effects, immigration and urban discontent and attempts at reform, World War I, the Roaring Twenties, social and governmental changes of the thirties, World War II and its consequences, the growth of the federal government, social upheaval in the sixties and seventies, and recent trends in conservatism, globalization, and cultural diversity.

* Recommended Grade Level: 11
* Prerequisites: PSAT, ACT, SAT, Knowledge Assessment, GPA 2.6
* Credits 2 semester course, 1 credit per semester (6 Ivy Tech credits)
* Fulfills the US History Requirement for all diplomas
* This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

**WORLD HISTORY AND CIVILIZATION**

*1548 (WLD HST/CVL)*

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

* Recommended Grade Level: 9, 10, 11, 12
* Credits: 2 semester course, 1 credit per semester
* Fulfills a Social Studies requirement for all diplomas

**WORLD LANGUAGES**

**GERMAN I**

*2040 (GER I)*

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

* Recommended Grade Level: 9, 10, 11, 12
* Recommended Prerequisites: Student must have received a “C+” or better in their previous semester of English or teacher recommendation
* Credits: 2 semester course, 1 credit per semester
* Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for all diplomas

**GERMAN II**

*2042 (GER II)*

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

* Recommended Grade Level: 10, 11, 12
* Recommended Prerequisites: Successful completion of German I with a “B-” average or better
* Credits: 2 semester course, 1 credit per semester
* Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for all diplomas

**GERMAN III**

*2044 (GER III)*

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

* Recommended Grade Level: 11, 12
* Recommended Prerequisites: Successful completion of German II with a “B-” average or better
* Credits: 2 semester course, 1 credit per semester
* Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for all diplomas

**GERMAN IV**

*2046 (GER IV)*

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

* Recommended Grade Level: 12
* Recommended Prerequisites: Successful completion of German III with a “B-” average or better
* Credits: A 2-credit course
* Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for all diplomas

**SPANISH I**

*2120 (SPAN I)*

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

* Recommended Grade Level: 9, 10, 11, 12
* Recommended Prerequisites: Student must have received a “C+” or better in their previous semester of English or teacher recommendation
* Credits: 2 semester course, 1 credit per semester
* Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for all diplomas

**SPANISH II**

*2122 (SPAN II)*

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

* Recommended Grade Level: 10, 11, 12
* Recommended Prerequisites: Successful completion of Spanish I with a “B-” average or better
* Credits: 2 semester course, 1 credit per semester
* Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for all diplomas

**SPANISH III**

*2124 (SPAN III)*

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

* Recommended Grade Level: 10, 11, 12
* Recommended Prerequisites: Successful completion of Spanish II with a “B-” average or better
* Credits: 2 semester course, 1 credit per semester
* Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for all diplomas

**SPANISH IV**

**AP SPANISH LANGUAGE AND CULTURE**

*2132*(*SP LANG AP)*

*AP Spanish Language and Culture*is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Language and Culture. The course prepares students to be successful on the AP Spanish Language and Culture exam. The course is not intended to be used as a dual credit course. The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions)

* Recommended Grade Level: 11, 12
* Recommended Prerequisites: Successful completion of Spanish III with a “B-” average or better
* Credits: 2 semester course, 1 credit per semester
* Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for all diplomas
* **SPANISH V**

*2128 (SPAN V)*

Spanish V, a course based on Indiana’s Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Spanish-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Spanish-speaking cultures through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student’s own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Spanish speakers.

* Recommended Grade: 12
* Required prerequisites: Teacher Recommendation
* Credits: 2 semester course, 1 credit per semester
* Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma or counts as a Directed Elective or Elective for all diplomas

**MATHEMATICS**

**ALGEBRA I LAB**

*2516 (ALG I LAB)*

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

* Recommended Grade Level: 9
* Credits: 2 semester course, 1 credit per semester
* Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
* Algebra 1 Lab is designed as a support course for Algebra I. As such, a student taking Algebra Enrichment must also be enrolled in Algebra I during the same academic year*.*

**ALGEBRA I**

*2520 (ALG I)*

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

* Recommended Grade Level: 9, 10, 11, 12
* Credits: 2 semesters, 1 credit per semester
* Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas
* Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9
* Qualifies as a Quantitative Reasoning course for all diplomas

**ALGEBRA II**

*2522 (ALG II)*

*Algebra II* builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

* Prerequisite: Algebra I and Geometry with a D- or better. Geometry is preferred prior to the class, but with teacher recommendation can be taken concurrently.
* Credits: 2 semesters, 1 credit per semester
* Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma
* Qualifies as a Quantitative Reasoning course

**ADVANCED MATHEMATICS, CC**

**CALCULUS I – MATH 211**

*2527 (CALC)*

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

* Recommended Grade Level: 11, 12
* Prerequisite: M136 and M137 with a “B” average and teacher recommendation based on placement test.
* Credits: 2 semester, 1 credit per semester (4 Ivy Tech credit hours possible)
* Counts as a Mathematics Course for all diplomas
* This course is aligned with postsecondary courses for Dual Credit through Ivy Tech.

**GEOMETRY**

*2532 (GEOM)*

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

* Recommended Grades: 9, 10, 11, 12
* Prerequisite: Algebra I with D- or better.
* Credits: 2 semesters, 1 credit per semester
* Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

**ADVANCED MATHEMATICS, CC**

**COLLEGE ALGEBRA – MATH 136**

*25443 (ADV MTH CC)*

*College Algebra* presents an in-depth study of functions, quadratic, polynomial, radical, and rational equations, radicals, complex numbers, systems of equations, matrices, rational fractions and exponential and logarithmic functions. MATH 136 and MATH 137 together comprise a standard two-semester college algebra and trigonometry course.

* Recommended Grade Level: 11, 12
* Prerequisites: Algebra II and Geometry with a “B” average or better and PSAT, SAT, ACT, or Knowledge Assessment
* Credits: 1 semester class for 1 credit (3 Ivy Tech credits possible)
* Counts as a Mathematics Course for all diplomas
* This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

**ADVANCED MATHEMATICS, CC**

**TRIGONOMETRY WITH ANALYTIC GEOMETRY – MATH 137**

*25444 (ADV MTH CC)*

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

* Recommended Grade Level: 11, 12
* Prerequisites: Algebra II and Geometry with a “B” average or better and PSAT, SAT, ACT, or Knowledge Assessment
* Credits: 1 semester class for 1 credit (3 Ivy Tech credits possible)
* Counts as a Mathematics Course for all diplomas
* This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

**SCIENCE**

**ENVIRONMENTAL SCIENCE (L)**

*3010 (ENVSCI)*

*Environmental Science* is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

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

**ENVIRONMENTAL SCIENCE, ADVANCED PLACEMENT (L)**

*3012* (ENVSCI AP)

*Advanced Placement Environmental Science* 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.

* Recommended Grade Level: 11, 12
* Prerequisite: Chemistry I with a “B-” average or better, or permission of the science department
* Credits: 2 semesters, 1 credit per semester
* Counts as a Science Course for all diplomas
* Qualifies as a Quantitative Reasoning course
* Students are required to take the AP exam at the end of the course

**BIOLOGY I (L)**

*3024 (BIO I)*

*Biology I* is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

* Recommended Grade Level: 9, 10
* Credits: 2 semesters, 1 credit each semester
* Fulfills the Biology requirement for all diplomas

**BIOLOGY II, CC (L)**

**INTRODUCTORY BIOLOGY – BIOL 101**

*3026 (BIO II)*

*Biology II* is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth’s living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

* Recommended Grade Level: 11, 12
* Prerequisite: Biology I and Chemistry I with a “B-” average or better and PSAT, SAT, ACT, or Knowledge Assessment or permission of the science department.
* Credits: 2 semester course, 1 credit per semester (3 Ivy Tech credits)
* Counts as a Science Course for all diplomas
* This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

**CHEMISTRY I (L)**

*3064 (CHEM I)*

*Chemistry I* is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

* Recommended Grade Level: 10, 11, 12
* Recommended Prerequisite: Algebra II (can be taken concurrently), and Biology I with a “C” average or better
* Credits: 2 semester course, 1 credit per semester
* Fulfills the 2-credit requirement for Chemistry I for all diplomas
* Qualifies as a Quantitative Reasoning course

**CHEMISTRY II, CC (L)**

**INTRODUCTORY CHEMISTRY – CHEM 101**

*3066 (CHEM II)*

*Chemistry II* is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

* Recommended Grade Level: 11, 12
* Prerequisite: Chemistry I, Algebra II with a “B-” average or higher and PSAT, SAT, ACT, or Knowledge Assessment or permission of the science department.
* Credits: 2 semester course, 1 credit per semester (3 Ivy Tech credits)
* Counts as a Science Course for all diplomas
* This course is aligned with postsecondary courses for Dual Credit through Ivy Tech
* Qualifies as a Quantitative Reasoning course

**AP PHYSICS I: ALGEBRA-BASED**

*3080 (PHYS 1 AP)*

*Advanced Placement Physics,* 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. Advanced Placement Physics I: Algebra-Based is equivalent to a first-semester college course in algebra-based physics. The course includes Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

* Recommended Grade Level: 11, 12
* Required Prerequisites: Algebra II and Geometry
* Credits: 2 semester course, 1 credit per semester
* Counts as a Science Course for all diplomas
* Qualifies as a quantitative reasoning course
* Students are required to take the AP exam at the end of the course

**INTEGRATED CHEMISTRY-PHYSICS (L)**

*3108 (ICP)*

*Integrated Chemistry-Physics* is a course focused on the following core topics: constant velocity; uniform acceleration; Newton’s Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures

* Recommended Grade Level: 9
* Credits: 2 semester course, 1 credit per semester
* Fulfills the 2-credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics for all diplomas

**PHYSICAL EDUCATION AND HEALTH**

**ADVANCED HEALTH & WELLNESS**

*3500 (ADV HLTH ED)*

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

* Recommended Grade Level: 10, 11, 12
* May be taken before Health and Wellness Education
* Credits: 1 credit, 1 semester course
* Counts as an Elective for all diplomas

**HEALTH & WELLNESS EDUCATION**

*3506 (HLTH&WELL)*

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

* Recommended Grade Level: 9,
* 10, 11, 12
* Credits: 1 credit, 1 semester course
* Fulfills the Health & Wellness requirement all diplomas

**PHYSICAL EDUCATION I (L)**

*3542 (PHYS ED)*

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

* Recommended Grade Level: 9, 10, 11, 12
* Credits: 1 semester, 1 credit per semester
* Fulfills part of the Physical Education requirement for all diplomas
* Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender
* Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
* As a designated laboratory course, 25% of course time must be spent in activity

**PHYSICAL EDUCATION II (L)**

*3544 (PHYS ED II)*

*Physical Education II* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in four of the following that were not in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of skills, knowledge, and confidence of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP’s and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

* Recommended Grade Level: 9, 10, 11, 12
* Recommended Prerequisites: Physical Education I
* Credits: 1 semester, 1 credit per semester
* Fulfills part of the Physical Education requirement for all diplomas

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

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

**ADVANCED ELECTIVE PHYSICAL EDUCATION (L)**

*3560 (ELECT PE)*

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

* Recommended Grade Level: 10, 11, 12
* Prerequisites: Earned credit in Physical Education I and II, or earned credit through activity in extracurricular or co-curricular activities (ex: Band, Basketball, etc.)
* Credits: 1 credit course, 1 credit per semester
* There is no maximum number of credits that may be earned
* Counts as an Elective for all diplomas
* Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender
* Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
* As a designated laboratory course, 90% of course time must be spent in activity.

**FINE ARTS**

**MUSICAL THEATRE**

*0518 (MUS THTR)*

*Musical Theatre* is based on the Indiana Academic Standards for Theatre. Students in this course study the history of musical theatre and its place in today’s society. They participate in staging, choreographing,

rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theatre, dance, and visual arts faculty. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

* Recommended Grade Level: 9, 10, 11, 12
* Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
* Fulfills requirement for 1 of 2 Fine Arts credits of the Core 40 with Academic Honors diploma
* Counts ad a Directed Elective or Elective for all diplomas
* Laboratory course

**INTRODUCTION TO TWO-DIMENSIONAL ART (L)**

*4000 (2D ART)*

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

* Recommended Grade Level: 9, 10, 11, 12
* Credits:1 semester course, 1 credit per semester
* Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
* Counts as a Directed Elective or Elective for all diplomas

**INTRODUCTION TO THREE-DIMENSIONAL ART (L)**

*4002 (3D ART)*

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

* Recommended Grade Levels: 9, 10, 11, 12
* Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
* Credits: 1 semester course, 1 credit per semester
* Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
* Counts as a Directed Elective or Elective for all diplomas

**ADVANCED TWO-DIMENSIONAL ART (L)**

*4004 (ADV 2D ART)*

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

* Recommended Grade Levels: 10, 11, 12
* Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L), Drawing (L), Painting (L) with a “B” average; permission of the teacher
* Credits: 1 semester course, 1 credit per semester: The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
* Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
* Counts as a Directed Elective or Elective for all diplomas

**ADVANCED THREE-DIMENSIONAL ART (L)**

*4006 (ADV 3D ART)*

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

* Recommended Grade Levels: 10, 11, 12
* Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L), Ceramics (L), Sculpture (L) with a “B-” average; permission of the teacher
* Credits: 1 semester course, 1 credit per semester The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
* Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
* Counts as a Directed Elective or Elective for all diplomas

**CERAMICS (L)**

*4040 (CERAMICS)*

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

* Recommended Grade Levels: 10, 11, 12
* Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L) with a “B-” average
* Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
* Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
* Counts as a Directed Elective or Elective for all diplomas

**SCULPTURE (L)**

*4044 (SCULPT)*

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

* Recommended Grade Level: 10-12
* Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L) with a “B-” average
* Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
* Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
* Counts as a Directed Elective or Elective for all diplomas

**DRAWING (L)**

*4060 (DRAWING)*

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

* Recommended Grade Levels: 10, 11, 12
* Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L) with a “B-” average
* Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
* Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
* Counts as a Directed Elective or Elective for all diplomas

**PAINTING (L)**

*4064 (PAINTING)*

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

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

**DANCE PERFORMANCE: BALLET, MODERN, or JAZZ, ETHNIC-FOLK (L)**

*4146 (DNC PERF)*

*Dance Performance* is based on the Indiana Academic Standards for Dance. Sequential and systematic learning experiences are provided in the specific genre offered, whether it is Ballet, Modern, Jazz, or Ethnic-Folk. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. The performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. They also become aware of the career opportunities in dance.

* Recommended Grade: 9, 10, 11, 12
* Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided defined proficiencies and content standards are utilized.
* Counts as a Directed Elective or Elective for all diplomas
* Fulfills requirement for 1 of 2 Fine Arts credits for the Core 40 Academic Honors Diploma
* Laboratory course

**JAZZ ENSEMBLE (L)**

*4164 (JAZZ ENS)*

*Jazz Ensemble* is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.

* Recommended Grade Level: 9, 10, 11, 12
* Teacher Recommendation Required
* Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
* Fulfills requirement for 1 of 2 Fine Arts credits for the Core 40 with Academic Honors diploma if students are enrolled in another band or orchestra course
* Counts as a Directed Elective or Elective for all diplomas

**ADVANCED CONCERT BAND (L)**

*4170 (ADV 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 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. Members of the WCHS Band are expected to participate in all aspects of the band program including: Marching Band, Pep Band, and Concert Band. Students are expected to remain in the band class for both semesters of a school year.

* Recommended Grade Level: 9, 10, 11, 12
* Recommended Prerequisites: Previous band experience at the middle school level, or teacher recommendation
* Laboratory course
* Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
* Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
* Counts as a Directed Elective or Elective for all diplomas

**INTERMEDIATE CHORUS (L)**

*4186 (INT CHOR)*

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

* Recommended Grade Level: 9, 10, 11, 12
* Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
* Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
* Counts as a Directed Elective or Elective for all diplomas

**ADVANCED CHORUS (L)**

*4188 (ADV CHOR)*

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

* Recommended Grade Level: 9, 10, 11, 12
* Teacher Recommendation Required
* Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
* Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
* Counts as a Directed Elective or Elective for all diplomas
* Laboratory course

**PIANO AND ELECTRONIC KEYBOARD (L)**

*4204 (PIANO KEY)*

*Piano and Electronic Keyboard* is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

* Recommended Grade Level: 9, 10, 11, 12
* Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
* Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
* Counts as a Directed Elective or Elective for all diplomas

**BUSINESS, MARKETING & INFORMATION TECHNOLOGY**

**CAREER EXPLORATION INTERNSHIP**

*0530 (CARR EXP)*

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

* Recommended Grade Level: ~~9, 10, 11,~~ 12
* Recommended Prerequisites: Preparing for College and Careers; Career Information and Exploration
* Credits: 1 semester course, 1-3 credits per semester, may be taken for multiple semesters
* This course is intended to be taken all year long and will not be allowed to be taken if student is a 7-semester graduate.
* This course may be taken for additional semesters to allow students to explore additional career areas.
* Minimums of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction. Schools on block schedules may proportionately adjust the total number of hours per week to meet the local standard, provided that students spend at least one hour a week in classroom activities.
* Counts as a Directed Elective or Elective for all diplomas

**BUSINESS MATH**

*4512 (BUS MATH)*

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

* Recommended Grade Level: 11, 12
* Recommended Prerequisite: Algebra I
* Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
* **Fulfills a Mathematics requirement for the General Diploma only** or counts as an Elective or Directed Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
* Qualifies as a Quantitative Reasoning course

**ACCOUNTING FUNDAMENTALS**

*4524 (INTO ACCT)*

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

* Recommended Grade Level: 10, 11, 12
* Recommended Prerequisites: Algebra I with a “C” average or better
* Credits: 2 semester course, 1 credit per semester
* Students must pass first semester to go onto second semester.
* Counts as a Directed Elective or Elective for all diplomas
* Qualifies as a Quantitative Reasoning course

**DIGITAL APPLICATIONS AND RESPONSIBILITY**

*4528 (DIG APPS RESP)*

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

* Recommended Grade Level: Grade 9, 10, 11, 12
* Recommended Prerequisites: None
* Credits: 1 to 2 semester course,1 credit per semester, maximum of 2 credits
* Counts as a Directed Elective or Elective for all diplomas

**PERSONAL FINANCIAL RESPONSIBILITY**

*4540 (PRS FIN RSP)*

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

* Recommended Grade Level: 10, 11, 12
* Credits: 1 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas

**COMPUTER SCIENCE I**

4801 *(COM SCI I)*

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

* Recommended Grade: 10, 11, 12
* Prerequisite: C or better in Algebra I
* Credits: 2 semester course, 1-3 credits per semester, 6 credits maximum
* Counts as a Directed Elective or Elective for all diplomas
* Fulfills a science course requirement for all diplomas
* Qualifies as a quantitative reasoning course

**COMPUTER SCIENCE II**

*5236 (CS II PROG)*

*Computer Science II* explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers, and data file access methods. An emphasis on logical program design using a modular approach, which involves task-oriented program functions.

* Recommended Grade: 11, 12
* Required Prerequisites: Computer Science I
* Recommended Prerequisites: none
* Credits: 2 semester course, 1-3 credits per semester, 6 credits maximum
* Counts as a Directed Elective or Elective for all diplomas
* Fulfills a science course requirement for all diplomas
* Qualifies as a quantitative reasoning course

**PRINCIPLES OF BUSINESS**

*7152 (PRIN BUS)*

*Principles of Business* examines American business including businesses ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of American business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. Attention will be given to developing business communication, problem-solving, and decision-making skills using Microsoft Word, Excel, Access, and PowerPoint.

* Recommended Grade Level: 9, 10, 11
* Credits: 2 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas

**AGRICULTURAL EDUCATION**

**ANIMAL SCIENCE, CC**

**ANIMAL SCIENCE – AGRI 103**

*5008 (ANML SCI)*

*Animal Science* is a two-semester program that provides students with an overview of the animal agriculture industry. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the student’s study may be applied to both large and small animals. Topics to be addressed include: history and trends in animal agriculture, laws and practices relating to animal agriculture, comparative anatomy and physiology of animals, biosecurity threats and interventions relating to animal and human safety, nutrition, reproduction, careers, leadership, and supervised agriculture experiences relating to animal agriculture.

* Recommended Grade Level: Grade 10, 11,12
* Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
* Credits: 2 semester course, 1 credit per semester
* Fulfills a Life Science or Physical Science requirement for all diplomas
* Directed Elective or Elective for all diplomas

**ADVANCED LIFE SCIENCE, ANIMALS, CC**

**ADVANCED ANIMAL SCIENCE – AGRI 107**

*5070 (ALS ANIML)*

*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.

* Recommended Grade Level: 10, 11, 12
* Recommended Prerequisites: Introduction to Agriculture, Animal Science
* Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
* Counts as an Elective or Directed Elective for all diplomas.
* Fulfills a Core 40 Science requirement for all diplomas.
* This course is aligned with postsecondary courses for Dual Credit through Ivy Tech
* Qualifies as a quantitative reasoning course

**ADVANCED LIFE SCIENCE: FOODS**

*5072 (ALS FOODS)*

*Advanced Life Science: Foods* is a course that provides students with opportunities to participate in a variety of activities including laboratory work. This is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in the context of foods and the global food industry. Students enrolled in this course formulate, design, and carry out food-based laboratory and field investigations as an essential course composition of foods, the nutrition of foods, food and food product development, food processing, food safety and sanitation, food packaging, and food storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics, and chemistry in the context of highly advanced industry applications of foods.

* Recommended Grade Level: 10, 11, 12
* Recommended Prerequisites: Introduction to Agriculture, Food Science
* Credits: 2 semester course, 1 credit per semester
* Counts as an Elective or Directed Elective for all diplomas
* Fulfills a science requirement for all diplomas
* Qualifies as a quantitative reasoning course

**AGRICULTURE POWER, STRUCTURE, & TECHNOLOGY, CC**

**AGRICULTURE MECHANIZATION– AGRI 106**

*5088 (AG POW)*

*Agriculture Power, Structure and Technology* is a two semester, up to six credits, lab intensive course in which students develop an understanding of basic principles of tool selection, operation, maintenance, and management of agricultural equipment in concert with the utilization of technology. Topics covered include: safety, problem solving/troubleshooting, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience, and career opportunities in the area of agriculture power, structure, and technology.

* Recommended Grade Level: 10, 11, 12
* Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
* Credits: 2 semester course, 1 credit per semester (3 Ivy Tech Credits)
* Counts as a Directed Elective or Elective for all diplomas
* This course is aligned with postsecondary courses for Dual Credit through Ivy Tech

**FOOD SCIENCE, CC**

**FOOD SCIENCE – AGRI 104**

***5102 (FOOD SCI)***

*Food Science* is a two-semester course that provides students with an overview of food science and the role it plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized in this course, along with laboratory, team building, and problem-solving activities to enhance student learning. Students are introduced to the following areas of horticulture science: food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulation, issues and careers in the food science industry.

* Recommended Grade Level: 10, 11, 12
* Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
* Credits: 2 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas
* Fulfills a Life Science or Physical Science requirement for the General Diploma

**SUPERVISED AGRICULTURAL EXPERIENCE**

*5228 (SAE)*

*Supervised Agricultural Experience (SAE)* is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students will experience and apply what is learned in the classroom, laboratory and training site to real-life situations. Students work closely with their agricultural teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicative.

* Recommended Grade Levels: 9, 10, 11, 12
* Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
* Credits: 1 semester course, 1 credit per semester, 8 credits maximum
* Counts as a Directed Elective or Elective for all diplomas
* Curriculum content and standards-based plan for learning should not be duplicated when this course is taken for multiple semesters

**AGRICULTURE: SPECIAL TOPICS**

*6150 (AG ST)*

Agriculture: Special Topics is an extended learning experience designed to address the advancement and specialization of careers within the career cluster through the provision of a specialized course for a specific workforce need in the school’s region. The learning experience is at a qualified site, and is designed to give the student the opportunity to learn and practice technical skills; while working under the direction of the appropriately licensed professional. Throughout the course, students will focus on learning about employment opportunities and obtaining the knowledge, skills and attitudes essential for success in specific occupations. Course standards and curriculum must be tailored to the specific profession, preparing students to advance in this career field, and where applicable, provide students with opportunities for certification or dual credit. Participation in a related CTSO encourages the development of leadership, communication and career related skills, and opportunities for community service.

* Recommended Grade: 9, 10, 11, 12
* Recommended Prerequisites: Introduction to Agriculture, Food, and Natural Resources
* Credits: 1 semester course, up to 3 credits per semester, may be offered for successive semesters up to 12 credits
* Counts as a Directed Elective or Elective for all diplomas
* This course code may be used for a Joint Program of CTE when the related training is being delivered by an employer and/or an eligible third-party training provider and an aligned course is not on the dual credit crosswalk.

**PRINCIPLES OF AGRICULTURE**

*7117 (PRIN AG)*

*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 in this course range from animals, plants, food, natural resources, ag power, structures and technology, as well as careers.

* Recommended Grade Level: 9, 10, 11, 12
* Credits: 2 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas

**FAMILY AND CONSUMER SCIENCES**

**ADULT ROLES AND RESPONSIBILITIES**

*5330 (ADULT ROLES)*

*Adult Roles and Responsibilities* is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepares to take the next steps toward adulthood in today’s society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and postsecondary education in all career areas related to individual and family life.

* Recommended Grade Level: 11, 12
* Credits: 1 semester course, 1 credit per semester
* Qualifies as one of the FACS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).
* Counts as a Directed Elective or Elective for all diplomas

**ADVANCED NUTRITION AND WELLNESS**

*5340 (ADV NTRN WEL)*

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

* Recommended Grade Level: 10, 11, 12
* Recommended Prerequisites: Nutrition and Wellness with a “C” or better
* Credits: 1 or 2 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas

**NUTRITION AND WELLNESS**

*5342 (NTRN WLNS)*

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

* Recommended Grade Level: 10, 11, 12
* Credits: 1 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas
* One of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)

**ADVANCED CHILD DEVELOPMENT**

*5360 (ADVCHLDDEV)*

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

* Recommended Grade Level: 10, 11, 12
* Recommended Prerequisites: Child Development and Parenting with a “C” or better
* Credits: 1 or 2 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas

**CHILD DEVELOPMENT**

*5362 (CHLD DEV)*

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

* Recommended Grade Level: 10, 11, 12
* Credits: 1 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas
* One of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)

**INTERPERSONAL RELATIONSHIPS**

*5364 (INTRP RLT)*

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

* Recommended Grade Level: 11, 12
* Credits: 1 to 2 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas
* One of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)

**PRINCIPLES OF TEACHING**

*7161 (TEACH)*

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

* Recommended Grades: 9, 10, 11, 12
* Credits: 2 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas

**PRINCIPLES OF HOSPITALITY**

*7173 (PRIN HOSP)*

*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 operations management, products, labor, and revenue. Additionally, this course will help students learn the 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.

* Recommended Grade Levels: 9, 10, 11, 12
* Credits: 2 semester course, 1 credit per semester
* Counts as a directed elective or elective for all diplomas.

**ENGINEERING AND TECHNOLOGY EDUCATION**

**INTRODUCTION TO ENGINEERING DESIGN**

*4802 (INT ENG DES)*

*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 produce development are also presented. NOTE: This course aligns with PLTW Introduction to Engineering Design curriculum. Use of the PLTW curriculum may require additional training and membership in the PLTW network.

* Recommended Grade Level: 9, 10, 11
* Credits: 2 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas.
* Note: Schools that have agreed to be part of the Project Lead the Way network must follow all training and data collection requirements.

**FALCON INDUSTRIES**

**ADVANCED MANUFACTURING II**

*5606 (ADV MFTG II)*

Falcon Industries is a student- run organization that provides students with the opportunity to improve our manufacturing, business, and leadership skills. Our team demonstrates great integrity, persistence, and tenacity, while completing each project to our customers’ satisfaction. Each member of our team vows to personally ensure the best value for our products and services. We have high expectations and even greater achievements. Our goal is to give students a business experience and to prepare them for their careers.

* Recommended Grade Level: Grade 12
* Credits: 2 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas
* Qualifies as a Quantitative Reasoning course
* Students must apply, interview, and be accepted into the program

**FALCON INDUSTRIES**

**ADVANCED MANUFACTURING I**

*5608 (ADV MFTG I)*

Falcon Industries is a student- run organization that provides students with the opportunity to improve our manufacturing, business, and leadership skills. Our team demonstrates great integrity, persistence, and tenacity, while completing each project to our customers’ satisfaction. Each member of our team vows to personally ensure the best value for our products and services. We have high expectations and even greater achievements. Our goal is to give students a business experience and to prepare them for their careers.

* Recommended Grade Level: Grade 11, 12
* Credits: 2 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas
* Students must apply, interview, and be accepted into the program

**GAS WELDING PROCESSES**

**SHIELDED METAL ARC WELDING II – WELD 206**

*7101 (WEL PRC)*

A course 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 fed 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, fluxcore, and aluminum wire. Test plates will be made for progress evaluation. Schools will have the options to introduce students to both MIG and TIG welding rather than focusing solely on MIG welding.

* Recommended Grade Level: 10, 11, 12
* Required Prerequisites: Principles of Welding Technology
* Credits: 2 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas

**MACHINING FUNDAMENTALS, CC**

**TURNING PROCESSES I – MTCC 102**

**MILLING PROCESSES I – MTCC 103**

**ABRASIVE PROCESSES – MTCC 105**

*7105 (MACH FUND)*

*Machining Fundamentals* instructs students in shop safety, industrial terminology, and provides laboratory experience toward project completion on the conventional lathe, vertical and/or horizontal milling machine, and abrasive processing machines, including super abrasive technology processes. This course incorporates certification assessment for the National Institute of Metalworking Skills Manual Milling Certification.

* Recommended Grade Level: 10, 11, 12
* Required Prerequisites: Principles of Precision Machining
* Credits: 2 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas
* Qualifies as a quantitative reasoning course

**PRECISION MACHINING, CC**

**CNC OPERATIONS – MTCC 107**

*7107 (PREC MACH)*

*Precision Machining I* introduces and instructs students in all aspects of Computer Numeric Control (CNC) machine operation and setup. The student will set up and operate CNC mills and lathes utilizing set-up, production, in-process inspection, and preventive maintenance methods similar to what the students may experience in present day work environments. This course prepares students to take the NIMS Level I CNC operations certification.

* Recommended Grade Level: 10, 11, 12
* Recommended Prerequisites: Principles of Precision Machining and Machining Fundamentals
* Credits: 2 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas
* Qualifies as a quantitative reasoning course

**PRINCIPLES OF PRECISION MACHINING**

**INTRODUCTION TO MACHINING – MTCC 101**

**PRINT INTERPRETATIONS – MTCC 106**

*7109 (PRIN PREC MACH)*

*Principles of Precision Machining* will instruct students in shop safety, industrial terminology, tools and machine tooling, measurement, and layout. Includes laboratory exercise to begin project completion of turning, milling, and grinding applications. This course incorporates certification assessment for the National Institute of Metalworking Skills Measurement, Materials and Safety, Job Planning, Benchwork, and Layout Certification. Applies mathematics in solving engineering and design related problems in the areas of die design, fabrication, assembly, special machinery, die casting and molds. Emphasizes geometric dimensioning and apply tolerances.

* Recommended Grades: 9, 10, 11, 12
* Credits: 2 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas

**PRINCIPLES OF WELDING TECHNOLOGY**

*7110 (PRIN WEL TECH)*

*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.

* Recommended Grade Level: 9, 10, 11
* Recommended Prerequisites: Introduction to Manufacturing
* 2 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diplomas

**SHIELDED METAL ARC WELDING**

**WELDING PROCESSES – WELD 100**

**SHIELDED METAL ARC WELDING 1 – WELD 108**

**SHIELDED METAL ARC WELDING II – WELD 206**

*7111 (SHLD MAW)*

This course 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 needed to comply with AWS industry standards.

* Recommended Grade Level: Grade 10, 11, 12
* Required Prerequisites: Principles of Welding Technology
* Credits: 2 semester course, 1 credit per semester
* Counts as a Directed Elective or Elective for all diploma types

**VOCATIONAL/MULTIDISCIPLINARY**

**MUNCIE AREA CAREER CENTER**

Students accepted into this program will spend one-half day at their regular high school and on-half day at the career center working in their chosen vocational area. Transportation is provided by the school to Muncie in the morning only. Areas include:

Automotive Technology – 5510

Biomedical Sciences - 5218

Construction Technology – 5580

Cosmetology – 5802

Dental Careers – 5203

Early Childhood Education – 5412

Electricity Education – 5684

Health Sciences I – 5282

Health Sciences II – Anatomy/Physiology – 5276 & Health Career practicum – 5207

PC Technician – 5230

Network Administration – 5234

Web Design & Graphic Arts – 5232

Programming – 5236

Public Safety – 5822

Welding Technology – 5776

**HUMANITIES**

*0514 (HUMANITIES)*

A course in humanities provides for the study of content drawn from history, philosophy, literature, languages, and the arts. This course also includes an in-depth study of specific disciplines in these and related subject areas that could include: (1) linguistics; (2) archeology; (3) jurisprudence; (4) the history, theory, and criticism of the arts; (5) the history and philosophy of science; (6) ethics; (7) comparative religions; and (8) other aspects of the social sciences which relate to understanding life and the world. The emphasis of the course work is on developing an understanding of the content of the course and how to actually apply it to the human environment. Particular attention is given to the relevance of these applications in regard to the current conditions of life.

* Recommended Grade: none
* Required Prerequisites: none
* Recommended Prerequisites: none
* Credits: 1 credit per semester up to 2 credits
* Counts as a Directed Elective or Elective for all diplomas
* This course may qualify for Academic Honors Diploma credit if it meets the standards for specific language arts, social studies, or fine arts courses and its taught by a teacher licensed in the spec

**CAREER EXPLORATION INTERNSHIP**

*0530 (CARR EXP)*

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

* Recommended Grade Level: 12
* Prerequisites: Preparing for College and Careers; Career Information and Exploration
* Credits: 1 semester course, 1-3 credits per semester, may be taken for multiple semesters
* This course may be taken for additional semesters to allow students to explore additional career areas.
* A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction. Schools on block schedules may proportionately adjust the total number of hours per week to meet the local standard, provided that students spend at least one hour a week in classroom activities.
* Counts as a Directed Elective or Elective for all diplomas

**CRIMINAL JUSTICE I**

**(OFFERED AT UNION CITY COMMUNITY HIGH SCHOOL)**

*5822 (CRIME I)*

Criminal Justice I Introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports. This course provides the opportunity for dual credit for students who meet post-secondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

* Recommended Grade Level: 11, 12
* Recommended Prerequisites: Interpersonal Relationships
* Credits: 2 semester course, 1-3 credits per semester, 6 credits maximum
* Counts as a Directed Elective or Elective for all diplomas

**CRIMINAL JUSTICE II**

**(OFFERED AT UNION CITY COMMUNITY HIGH SCHOOL)**

*5824 (CRIME II)*

Criminal Justice II introduces students to concepts and practices in traffic control as well as forensic investigation at crime scenes. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. Additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry as well as collection of evidence, developing and questioning suspects, and protecting the integrity of physical evidence found at the scene and while in transit to a forensic science laboratory.

Procedures for the use and control of informants, inquiries keyed to basic leads, and other information-gathering activities and chain of custody procedures will also be reviewed. Current trends in criminal justice and law enforcement will also be covered.

* Recommended Grade Level: 11, 12
* Required Prerequisites: Criminal Justice I
* Credits: 2 semester course, 1-3 credits per semester, 6 credits maximum
* Counts as a Directed Elective or Elective for all diplomas

**WORK BASED LEARNING CAPSTONE**

*5974 (WBL)*

Work-based Learning Capstone is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. Work-based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student’s work-based experiences and assist in evaluating achievement and performance. Related Instruction, shall be organized and planned around the activities associated with the student’s individual job and career objectives in a pathway; and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies.

* Recommended Grade: 12
* Required Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. Student's worksite placement must align to the student pathway.
* Recommended Prerequisites: none
* Credits: 1 semester course, 1-3 credits per semester, 6 credits maximum
* A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction.
* Counts as a Directed Elective or Elective for all diplomas

**RADIO AND TELEVISION I**

**(OFFERED AT UNION CITY COMMUNITY HIGH SCHOOL)**

*5986 (RAD TV I)*

*Radio and Television I* focuses on communication, media and production. Emphasis is placed on career opportunities, production, programming, promotion, sales, performance, and equipment operation. Students will also study the history of communication systems as well as communication ethics and law. Students will develop oral and written communication skills, acquire software and equipment operation abilities, and integrate teamwork skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and internships.

* Recommended Grade Level: 11, 12
* Recommended Prerequisites: Introduction to Communications
* Credits: 2 semester course, 1-3 credit per semester, 6 credits maximum
* Counts as a Directed Elective or Elective for all diploma

### SPECIAL EDUCATION

**\*For courses specific to Special Education, please see the Course Description Guide for Applied Units.**\*

**Winchester Community High School**

**Graduation Requirements: Class of 2020-2022**

**44 Credits**

**I. DIPLOMAS**

A. Indiana Core 40 with Academic Honors Diploma

B. Indiana Core 40 with Technical Honors Diploma

C. Indiana Core 40

D. General Diploma (opt out)

**II. STATE OF INDIANA HIGH SCHOOL/WCHS diploma** - the following criteria must be met to receive the diploma:

A. The credits of high school work necessary for graduation must include 34 credits in the following required subjects:

1. English - English 9, 10, 11 and 12 8 credits

2. Science – Biology and Physical 6 credits

3. Math (Algebra I, II, Geometry) 6 credits

4. Social studies U.S. History, 4 credits

U. S. Government, Economics

5. Personal Finance 1 credit

6. Physical Education I & II 2 credits

7. Health and Wellness 1 credit

8. Career and Academic Sequence 6 credits

9. Flex credits 5 credits

10. Electives 9 credits

B. 44 credits: A credit is 1 credit per class successfully completed per semester

C. Passing both English and Math ISTEP tests or obtaining one of the waivers.

**III. CERTIFICATES OF COURSE COMPLETION** is for any student who receives the required number of credits, yet does not qualify for a waiver diploma. These students have the right to re-enroll in WCHS to take

classes to prepare to pass the ISTEP so they could receive a regular high school diploma.

**IV. CERTIFICATES OF COMPLETION** is for non-diploma track students with disabilities who complete their IEP or 504 Plan, but do not pass other graduation requirements.

**Winchester Community High School**

**Graduation Requirements**

**Class of 2023 and 2024**

**I. DIPLOMA TYPES**

A. Indiana Core 40 with Academic Honors Diploma

B. Indiana Core 40 with Technical Honors Diploma

C. Indiana Core 40

D. General Diploma (opt out)

**II. STATE OF INDIANA HIGH SCHOOL/WCHS DIPLOMA REQUIREMENTS** - the following criteria must be met to receive the diploma:

A. **The credits of high school work necessary for graduation must include 34 credits in the following required subjects with a total of 44 credits** (A credit is one credit per class successfully completed per semester):

1. English - English 9, 10, 11 and 12 8 credits

2. Science – Biology and Physical 6 credits

3. Math (Algebra I, II, Geometry) 6 credits

4. Social studies U.S. History, 4 credits

U. S. Government, Economics

5. Personal Finance/PreCCS 2 credit

6. Physical Education I & II 2 credits

7. Health and Wellness 1 credit

8. Career and Academic Sequence 6 credits

9. Flex credits 5 credits

10. Electives 9 credits

B. **Learn and Demonstrate Employability Skills** (Students must complete *at least* one of the following:)

1. Project-Based Learning Experience

2. Service-Based Learning Experience

3. Work-Based Learning Experience

C. **Postsecondary-Ready Competencies** (Students must complete *at least* one of the following:)

1. Honors Diploma

2. ACT (College-ready benchmarks)

3. SAT (College-ready benchmarks)

4. ASVAB (Complete benchmark score)

5. State- and Industry-recognized Credential or Certification

6. Career-Technical Education Concentrator (Must earn a C average or higher in at least 6 high school credits in a career sequence)

7. AP/IB/Dual Credit/Cambridge International courses or CLEP exams (Must earn a C average or higher in at least three courses)

8. Locally created pathway

\*\***Perkins 4: Pathways for 2022**: (All pathways may include Preparing for College & Careers)

PREREQUISITES 6 CREDITS INCLUDING PREREQUISITE COURSES

|  |  |  |
| --- | --- | --- |
| **Accounting and Finance** |  | Careers (1), Digital Apps (1), Accounting (2), Intro to Business (2), WBL Capstone (2) |
| **Advanced Manufacturing** | Intro to Adv. Manufacturing (2) | Careers (1), Adv Manufacturing I, CC (2),Advanced Manufacturing II, CC (2), WBL Capstone (2) |
| **Agricultural Business** | Intro to Agriculture (2) | Careers (1), Animal Science, CC (2), AgriBusiness, CC (2), AgPower, CC (2), SAE (1-2), WBL Capstone (2) |
| **Animal Science** | Intro to Agriculture (2) | Careers (1), Animal Science, CC (2), Advanced Life Science, CC (2), SAE (1-2), WBL Capstone (2) |
| **Computer Science** |  | Careers (1), Digital Apps (1), AP Computer Science (2), WLB Capstone (2) |
| **Culinary Arts** |  | Careers (1), Nutrition (1), Advanced Nutrition (1), InterPersonal Relations (IPR) (1), WBL Capstone (2) |
| **Early Childhood** |  | Careers (1), Nutrition (1), Child Development (1), Advanced Child Development (1), IPR (1), WBL Captstone (2) |
| **Education Careers** |  | Careers (1), Child Development (1), Advanced Child Development (1), IPR (1), WBL Captstone (2) |
| **Entrepreneurship & Business Management** |  | Careers (1), Digital Apps (1), Accounting (2), Intro to Business (2), Principles of Marketing (2), WBL Capstone (2) |
| **Hospitality and Tourism & Marketing Management** |  | Careers (1), Digital Apps (1), Intro to Business (2), Principles of Marketing, (2), WBL Capstone (2) |
| **Hospitality Management** |  | Careers (1), Nutrition (1), Advanced Nutrition (1), Intro to Business (2), InterPersonal Relations (IPR) (1), WBL Capstone (2) |
| **Human and Social Services** | IPR (1), Adult Roles (1) | Nutrition (1), Adv Nutrition (1), Child Dev. (1), Careers (1), Intro to Business (2), Human and Social Services I (2),WBL Captston (2) |
| **Logistics & Supply Chain Management** |  | Careers (1), Intro to Manufacturing (2), Intro to Business (2), WBL Capstone (2) |
| **Machine Technology** | Intro to Adv Manufacturing (2) | Careers (1), Precision Machinery I, CC (2), Precision Machinery II, CC (2), WBL Capstone (2) |
| **Marketing Management: MM-Marketing** | Intro to Business (2) | Careers (1), Principles of Marketing (2),Strategic Marketing (2), WBL Capstone (2) |
| **Welding** |  | Intro to Manufacturing (2), Welding I, CC (4), Welding II, CC (4) |
| **Criminal Justice (Union City)** |  | Careers (1), IPR (1), Criminal Justice I (4), Criminal Justice II (4), WBL Capstone (2) |
| **Radio and Television (Union City)** |  | Careers (1), Radio and Television I (2), Radio and Televsion II (2), WBL Capstone (2) |
| **Muncie Area Career Center (MACC)** | \*One year/two semesters required | \*See MACC Brochure for programs |

\*\***Perkins 5: Pathways for 2023 and 2024**:

PREREQUISITES 6 CREDITS

|  |  |  |  |
| --- | --- | --- | --- |
| **Advanced Manufacturing** | Intro to Adv Manufacturing | Adv Manufacturing I, CC | Advanced Manufacturing II, CC |
| **Ag Animal Systems** | Intro to Agriculture | Adv Life Science (Animals) CC | Agricultural Business, CC |
| **Ag Power Structure & Tech Systems** | Intro to Agriculture | Agricultural Power, CC | Agricultural Business, CC |
| **Computer Science** |  | Computer Science I | Computer Science II |
| **Human Services** | IPR/Adult Roles | Human and Social Services I | Human and Social Services II |
| **Machine Technology** | Intro to Adv Manufacturing | Precision Machinery I, CC | Precision Machinery II, CC |
| **Marketing Management: MM-Marketing** | Intro to Business | Principles of Marketing | Strategic Marketing |
| **Welding** |  | Welding I, CC | Welding II, CC |
| **Criminal Justice (Union City)** |  | Criminal Justice I | Criminal Justice II |
| **Radio and Television (Union City)** |  | Radio and Televsion I | Radio and Television II |
| **Muncie Area Career Center (MACC)** |  | \*See MACC Brochure for programs | \*One year/two semesters required |