



Daleville Junior/Senior High School

Course Curriculum Guide

2022-2023

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## ***Daleville Jr./Sr. High School***

*8400 S. Bronco Drive*

*Phone: 765-378-3371*

*Fax: 765-378-4076*

### **Vision**

*To create a standard of educational excellence through building relationships, improving instruction, and providing opportunities in striving to help students reach their full potential.*

### **Mission**

*Inspire Learning. Expect Success.*

### **School Counseling Services**

*The function of the school counselor is to assist in planning the student's educational program each year. The school counselor handles some academic testing as well as scholarships. All counseling appointments must be made through the student services administrative assistant. College and career readiness materials are available in the school counseling office and in the library. Occupational files, career and technical school catalogs, and college/university materials are maintained for the use of the students and Daleville patrons. This may be done during lunch, before or after school or study hall.*

### **Schedule Change Policy**

*The course offerings at Daleville Junior/Senior High School are based upon student requests during pre-enrollment. Therefore, it is necessary for students to determine their class choices with a commitment to completion of those classes. **There will be no schedule changes to accommodate a student's choice of instructors. Due to limited classroom space and teacher availability, no schedule changes will be made unless an error has occurred or it is deemed necessary by the administrative team.***

### **Dropped Courses**

*Anyone who loses credit due to poor attendance, excessive tardiness, non-participation in physical education, or disciplinary reasons will receive a grade of WF (withdrawal failure). The WF grade is counted the same as an "F" in computing grade point average and in determining extenuating eligibility. Students may not drop a class at semester if enrolled for the year.*

### **Final Examinations and Semester Grades**

*At the conclusion of each semester, teachers give final examinations in all classes. Comprehensive testing is encouraged. Teachers check to see whether course objectives have been met and whether students have achieved the minimum competencies for the course. The semester grade is computed using the final examination grade and the cumulative grade, which includes coursework and tests. The cumulative grade counts as 45% 1st 9 weeks, 45% 2nd 9 weeks of the semester grade, and the final examination counts for 10% of the semester grade. Dual Credit courses may have a different grading scale per the college and/or university*

### **Online Courses**

*Daleville Junior/Senior High School offers both credit recovery and online coursework options for students enrolled with the high school. A student needing to recover credits should discuss the options available with a school counselor. The school counselor must approve credit recovery courses prior to enrollment.*

**Early Graduation**

Early graduates are to comply with the following policies:

1. Students may not enroll in Muncie Area or D26 Career Centers classes during the seventh semester.
2. Students must be approved for early graduation. They must file a completed request form, properly signed by the parent and student, with the director of school counseling prior to the beginning of the final year.
3. The administrative team will decide early graduation status.

**Transfer and Out-of-District Student Enrollment**

Students transferring to Daleville Jr./Sr. High School who will be residing within the boundaries of Daleville Community schools are to obtain permission for admission from the administration. Class enrollment and orientation will be completed by the school counseling department. Students who reside outside of the Daleville Jr./Sr High School district must apply to enroll as an out-of-district student, and must contact the superintendent's office, and fill out an application. The application process is not a guarantee of enrollment. The superintendent makes the enrollment decision.

**IHSAA Athletic Eligibility and NCAA, NAIA Guidelines for College Athletes**

For information regarding the IHSAA and high school athletics, please contact Daleville Jr./Sr. High School Athletic Director, Mr. Josh Hutchens (x407) In order to be eligible for practice, participation in regular season competition, and athletically related financial aid during the first academic year in residence, a student entering a Division I or Division II NCAA member institution directly out of high school must meet certain eligibility requirements. Please visit <https://web3.ncaa.org/ecwr3/> for a description of these requirements for further information. For NAIA athletics, please visit <https://play.mynaia.org/>

**Number of Classes**

All students must have at least six classes.

**Grading Scale**

Report cards are sent home with students or e-mailed at the end of each grading period. Student performance can always be monitored through PowerSchool. The scale is as follows:

A: Excellent	90-100
B: Above Average	80-89
C: Average	70-79
D: Passing	60-69
F: Failing	Below 60

**Grade Point Averages**

Class rank is calculated by determining Grade Point Average (GPA). The GPA is calculated by adding all the points of all semester grades received and dividing the total by the number of the points attempted. To accommodate those students who take college preparatory advanced courses, the following rating scale will be used to figure GPA and class rank. Weighted classes will be indicated as such on the transcript. Honors, Dual Credit, and AP courses are weighted. The comment section shown on the report card should be used by the parents in discussion with their child as to their progress in school.

	<u>Grade Traditional 4.0</u>	<u>Weighted 4.0</u>
A+	4.0	5.0
A	4.0	5.0
A-	3.67	4.67
B+	3.33	4.33
B	3.0	4.0
B-	2.67	3.67

C+	2.33	3.33
C	2.0	3.0
C-	1.67	2.67
D+	1.33	2.33
D	1.0	2.0
D-	0.67	1.67
F	0	0

**Policy Regarding Skipping Finals**

1. Students must have no 9-week grade less than a 93% (A) average for the class within the semester to which they are applying to skip a final.
2. Students must have no 9-week grade less than a 73% (C) for ANY class during the semester (Any form of a C-, D or F for any 9-week period will disqualify students for the second semester skip-a-final, including grades for classes that have been dropped). No grade changes accepted. Grades must be above a C at the time of checking.
3. If a student meets the criteria, fills out the application but then allows a grade to fall below a 93% (A) before exams are taken, or is absent more than 2 times in one class, the student may be disqualified from the program.
4. In-school suspensions (all day or out of class), and out-of-school suspensions (including Saturday School), or a Saturday automatically disqualify students from the program.

**Advanced Placement® Courses**

Daleville Jr./Sr High School does not currently offer Advanced Placement® courses.

**Quantitative Reasoning Courses**

For the Core 40, Academic Honors, and Technical Honors diplomas, students must take a mathematics course or a quantitative reasoning (applied mathematics) course each year they are enrolled in high school.

**Daleville University (Indiana College Core)**

Daleville Students have the opportunity to finish their first year of college and/or university at Daleville Jr./Sr. High School by earning at least 30 dual credit hours from six academic areas (Written Communication, Speaking & listening, Quantitative Reasoning, Scientific Ways of Knowing, Social & Behavioral Ways of Knowing, and Humanistic Ways of Knowing) Students must earn a minimum of three dual credits in each of the six areas. The remaining twelve credits must be a combination from the areas. This could provide significant college savings. These credits are accepted at all Indiana Public Universities (Indiana University, Indiana State University, Purdue University, Vincennes University, Indiana University Purdue University Indianapolis, University of Southern Indiana, Ball State University, and Ivy Tech). Here are the dual credit courses at Daleville that count toward the STGEC:

Written Communication- ENG W131 (3), ENGL L 202 (3) Advanced English 12

Speaking & Listening-SPCH 121 (3) Advanced Speech & Communication

Quantitative Reasoning- MATH 123 (3) Quantitative Reasoning, MATH 135 (3) Finite Mathematics (3), MATH 136 (3) Pre-Calculus, MATH 137 (3) Trigonometry MATH 211 (4) Calculus I, MATH 212 (4) Calculus II

Scientific Ways of Knowing- BIOL 107 (5) Biology II, CHEM C101/CHEM C121 (5)

Social & Behavioral Ways of Knowing-HIST H105 & H106 American History I & II (6) US History ACP, POLS 101 (3) US Government DC

Humanistic Ways of Knowing- (See School Counselor for Dual Credit Opportunities to fulfill this requirement

## *Faculty & Staff*

<u><i>Title</i></u>	<u><i>Name</i></u>	<u><i>Extension</i></u>
<i>Principal</i>	<i>Mr. Eric Douglas</i>	<i>ext. 410</i>
<i>Assistant Principal</i>	<i>Mr. Jeremy Gondol</i>	<i>ext. 409</i>
<i>Director of School Counseling/ Dean of Students</i>	<i>Mr. Daniel Weimer</i>	<i>ext. 405</i>
<i>Athletic Director</i>	<i>Mr. Josh Hutchens</i>	<i>ext. 407</i>
<i>Secretary</i>	<i>Mrs. Stephanie Colvin</i>	<i>ext. 401</i>
<i>Secretary</i>	<i>Mrs. Amanda Rees</i>	<i>ext. 402</i>
<i>Treasurer</i>	<i>Mrs. Kristen Flowers</i>	<i>ext. 404</i>
<i>Nurse</i>	<i>Mrs. Karen Finley</i>	<i>ext. 403</i>
	<i>Mrs. Felicia Berryman</i>	<i>ext. 403</i>
<i>Special Education</i>	<i>Mrs. Tara Allred</i>	<i>ext. 442</i>
<i>Career/Technical Education Teacher</i>	<i>Mr. Dalton Baysinger</i>	<i>ext. 139</i>
<i>Librarian</i>	<i>Mrs. Jennifer Craig</i>	<i>ext. 833</i>
<i>Career/Technical Education Teacher</i>	<i>Mr. David Beard</i>	<i>ext. 430</i>
<i>Music/Choral Teacher</i>	<i>Mrs. Elizabeth Carter</i>	<i>ext. 451</i>
<i>History Teacher</i>	<i>Mrs. Julia Dickerson</i>	<i>ext. 448</i>
<i>English Teacher</i>	<i>Mrs. Kelly Hardshaw</i>	<i>ext. 432</i>
<i>Science Teacher</i>	<i>Mrs. Jessica Largent</i>	<i>ext. 441</i>
<i>Health Teacher</i>	<i>Ms. Jeri Owens</i>	<i>ext. 445</i>
<i>Math Teacher</i>	<i>Mr. Julian Ravenscroft</i>	<i>ext. 446</i>
<i>P.E. Teacher</i>	<i>Mr. Elliott Jackson</i>	<i>ext. 452</i>
<i>French Teacher</i>	<i>Mrs. Deborah Bookout</i>	<i>ext. 430</i>
<i>Spanish Teacher</i>	<i>Mr. Christopher Parks</i>	<i>ext. 444</i>
<i>Math Teacher</i>	<i>Mrs. Kristina Chapin</i>	<i>ext. 450</i>
<i>Math Teacher</i>	<i>Mr. Curtis Clay</i>	<i>ext. 433</i>
<i>Math Teacher</i>	<i>Mrs. Anna Weber</i>	<i>ext. 438</i>
<i>English Teacher</i>	<i>Mrs. Melissa Crist</i>	<i>ext. 436</i>
<i>English Teacher</i>	<i>Mrs. Terri Gibson</i>	<i>ext. 439</i>
<i>English Teacher</i>	<i>Mrs. Koch</i>	<i>ext. 435</i>
<i>History Teacher</i>	<i>Mr. Tim Crist</i>	<i>ext. 437</i>
<i>History Teacher</i>	<i>Mr. Matthew Wilson</i>	<i>ext. 453</i>
<i>P.E. Teacher</i>	<i>Mr. Austin Earley</i>	<i>ext. 423</i>
<i>Science Teacher</i>	<i>Ms. Jennifer Fields</i>	<i>ext. 440</i>
<i>Science Teacher</i>	<i>Mr. Delray Shaffer</i>	<i>ext. 449</i>
<i>Art Teacher</i>	<i>Mr. Harold Mathias</i>	<i>ext. 443</i>
<i>Business Teacher</i>	<i>Mr. Austin Trott</i>	<i>ext. 447</i>

*Four Year Plan - Sample*

**9th Grade**

*English	*English
*Math	*Math
*Science	*Science
*World History	*World History
*PE	*PE
Elective	Elective
Elective	Elective

**10th Grade**

*English	*English
*Math	*Math
*Science	*Science
*Health	*Dig App
Elective	Elective
Elective	Elective
Elective	Elective

**11th Grade**

*English	*English
*Mathematics	*Mathematics
*Science	*Science
*US History	*US History
*Personal Finance	Elective
Elective	Elective
Elective	Elective

**12th Grade**

*English	*English
Math (Choice)	Math (Choice)
*Government	*Economics
Elective	Elective
Elective	Elective
Elective	Elective
Elective	Elective



## Indiana Core 40 Diploma Requirements



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

### CORE40 with Academic Honors (minimum 47 credits)

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

For the **Core 40 with Academic Honors** designation, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.\*\*
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

### CORE40 with Technical Honors (minimum 47 credits)

For the **Core 40 with Technical Honors** designation, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. Pathway designated industry-based certification or credential, or
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following,
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, Level 5.\*\*\*
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass: Algebra 66 , Writing 70, Reading 80.

Schools may have additional local graduation requirements that apply to all students (not required for students with an IEP).

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

\*\*SAT scores updated September, 2017

\*\*\*WorkKeys assessment titles updated, 2018

**\*\*\*Daleville Jr./Sr High School requires Digital Applications and Personal Financial Responsibility for 2 of the 6 Electives\*\*\***

*Indiana Graduation Pathways Requirements*

<b>Graduation Requirements</b>	<b>Graduation Pathway Options</b>
<b>1) High School Diploma</b>	Meet the statutorily defined diploma credit and curricular requirements.
<b>2) Learn and Demonstrate Employability Skills<sup>1</sup></b> (Students must complete <i>at least one</i> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: <ul style="list-style-type: none"> <li>• <b>Project-Based Learning Experience</b>; OR</li> <li>• <b>Service-Based Learning Experience</b>; OR</li> <li>• <b>Work-Based Learning Experience</b>.<sup>2</sup></li> </ul>
<b>3) Postsecondary-Ready Competencies<sup>3</sup></b> (Students must complete <i>at least one</i> of the following.)	<ul style="list-style-type: none"> <li>• <b>Honors Diploma</b>: Fulfill all requirements of either the Academic or Technical Honors diploma; OR</li> <li>• <b>ACT</b>: College-ready benchmarks; OR</li> <li>• <b>SAT</b>: College-ready benchmarks; OR</li> <li>• <b>ASVAB</b>: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR</li> <li>• <b>State- and Industry-recognized Credential or Certification</b>; OR</li> <li>• <b>Federally-recognized Apprenticeship</b>; OR</li> <li>• <b>Career-Technical Education Concentrator<sup>4</sup></b>: Must earn a C <u>average</u> in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR</li> <li>• <b>AP/IB/Dual Credit/Cambridge International courses<sup>5</sup> or CLEP Exams</b>: Must earn a C <u>average</u> or higher in at least three courses; OR</li> <li>• <b>Locally created pathway</b> that meets the framework from and earns the approval of the State Board of Education.</li> </ul>

***Daleville High School Course Offerings 2020–2021***  
***Course Titles and Course Codes***

<b><i>High School English</i></b>		<b><i>High School Fine Arts (Continued)</i></b>	
<b><i>Course</i></b>	<b><i>Course Code</i></b>	<b><i>Course</i></b>	<b><i>Course Code</i></b>
<i>English 9</i>	<i>EN99A1002/EN99B1002</i>	<i>Introduction to 2 Dimensional Art</i>	<i>FA994000</i>
<i>English 9 Honors</i>	<i>EN98A1002/EN98B1002</i>	<i>Advanced 2 Dimensional Art</i>	<i>FA994004</i>
<i>English 10</i>	<i>EN99A1004/EN99B1004</i>	<i>Introduction to 3 Dimensional Art</i>	<i>FA994002</i>
<i>English 10 Honors</i>	<i>EN98A1004/EN98B1004</i>	<i>Advanced 3 Dimensional Art</i>	<i>FA994006</i>
<i>English 11</i>	<i>EN99A1006/EN99B1006</i>	<b><i>High School Math</i></b>	
<i>English 11 Honors</i>	<i>EN98A1006/EN98B1006</i>	<b><i>Course</i></b>	<b><i>Course Code</i></b>
<i>English 12</i>	<i>EN99A1008/EN99B1008</i>	<i>Algebra I</i>	<i>MA99A2520/MA99B2520</i>
<i>Advanced English, College Credit</i>	<i>EN98A1124/EN98B1124</i>	<i>Algebra II</i>	<i>MA99A2522/MA99B2522</i>
<i>Advanced Speech and Communication</i>	<i>EN981078</i>	<i>Algebra II Honors</i>	<i>MA98A2522/MA98B2522</i>
<i>Etymology</i>	<i>EN991060</i>	<i>Calculus I</i>	<i>MA98A2527</i>
<i>Short Stories</i>	<i>EN991046</i>	<i>Calculus II (Advanced Math)</i>	<i>MA98B2544</i>
<i>Creative Writing</i>	<i>EN991092</i>	<i>Geometry</i>	<i>MA99A2532/MA99B2532</i>
<i>Digital Media</i>	<i>EN991084</i>	<i>Geometry Honors</i>	<i>MA98A2532/MA98B2532</i>
<i>Journalism</i>	<i>EN991080</i>	<i>Finite Math</i>	<i>MA98A2530</i>
<i>Student Media</i>	<i>EN99A1086/EN88B1086</i>	<i>Quantitative Reasoning</i>	<i>MA992550</i>
<i>CCR Bridge: Literature</i>	<i>EN991014</i>	<i>Pre-Calculus</i>	<i>MA98A2564</i>
<b><i>High School Science</i></b>		<i>Trigonometry</i>	<i>MA98B2566</i>
<b><i>Course</i></b>	<b><i>Course Code</i></b>	<i>CCR Bridge: Math</i>	<i>MA992514</i>
<i>ACP Chemistry</i>	<i>SC98A3066/SC98B3066</i>	<b><i>High School Social Studies</i></b>	
<i>Anatomy/Physiology</i>	<i>SC99A5276/SC99B5276</i>	<b><i>Course</i></b>	<b><i>Course Code</i></b>
<i>Biology I</i>	<i>SC99A3024/SC99B3024</i>	<i>AP US Government</i>	<i>SS981560</i>
<i>Biology II</i>	<i>SC99A3026/SC99B3026</i>	<i>ACP US History</i>	<i>SS98A1562/SS98B1562</i>
<i>Chemistry I</i>	<i>SC99A3064/SC99B3064</i>	<i>Economics</i>	<i>SS991514</i>

<i>Environmental Science</i>	<i>SC99A3010/SC99B3010</i>	<i>US Government</i>	<i>SS991540</i>
<i>Integrated Chemistry/Physics</i>	<i>SC99A3108/SC99B3108</i>	<i>US History</i>	<i>SS99A1542/SS99B1542</i>
<i>Physics I</i>	<i>SC99A3084/SC99B3084</i>	<i>World History</i>	<i>SS99A1548/SS99B1548</i>
<b><i>High School Business and Technology</i></b>		<i>Sociology</i>	<i>SS991534</i>
<b><i>Course</i></b>	<b><i>Course Code</i></b>	<i>Psychology</i>	<i>SS991532</i>
<i>Computer Science</i>	<i>BE99A4801/BE99B4801</i>	<i>IvyTech Economics 101</i>	<i>SS981514</i>
<i>Digital Applications and Responsibility</i>	<i>ET994528</i>	<i>Indiana Studies</i>	
		<i>Study of Ethnic and Racial Groups</i>	
<i>Introduction to Advanced Manufacturing and Logistics</i>	<i>ET99A4796/ET99B4796</i>	<b><i>High School Physical Education and Health</i></b>	
<i>Introduction to Business</i>	<i>BE99A4518/BE99B4518</i>	<b><i>Course</i></b>	<b><i>Course Code</i></b>
<i>Introduction to Design Processes</i>	<i>ET99A4794/ET99B4794</i>	<i>Physical Education I</i>	<i>PE993452</i>
<i>Personal Financial Responsibility</i>	<i>BE994540</i>	<i>Physical Education II</i>	<i>PE993544</i>
<i>Preparing for College and Careers</i>	<i>BE995394</i>	<i>Elective Physical Education I/II</i>	<i>PE99A3560/PE99B3560</i>
<i>Principles of Business Management</i>	<i>BE99A4562</i>	<i>Applied Elective Physical Education I/II</i>	<i>PE99A3560/PE99B3560</i>
<i>Principles of Marketing</i>	<i>BE99B5914</i>	<i>Health and Wellness Education</i>	<i>HE993506</i>
<b><i>High School Foreign Language</i></b>		<b><i>High School Study Hall, Independent Study, Career Exploration, Volunteer, Etc.</i></b>	
<b><i>Course</i></b>	<b><i>Course Code</i></b>	<b><i>Course</i></b>	<b><i>Course Code</i></b>
<i>French I</i>	<i>WL99A2020/WL99B2020</i>	<i>Study Hall</i>	<i>MDA000/MDB000</i>
<i>French II</i>	<i>WL99A2022/WL99B2022</i>	<i>Independent Study</i>	<i>MD990000</i>
<i>French II</i>	<i>WL99A2024/WL99B2024</i>	<i>Independent Study AM</i>	<i>MD99A0000</i>
<i>French IV</i>	<i>WL99A2026/WL99B2026</i>	<i>Independent Study PM</i>	<i>MD99B0000</i>
<i>Spanish I</i>	<i>WL99A2120/WL99B2120</i>	<i>Career Exploration Internship AM</i>	<i>MD99A0530/MD99B0530</i>
<i>Spanish II</i>	<i>WL99A2122/WL99B2122</i>	<i>Career Exploration Internship PM</i>	<i>MD98A0530/MD98B0530</i>
<i>Spanish III</i>	<i>WL99A2124/WL99B2124</i>	<i>High School Volunteer</i>	<i>MDH99A0524/MDH99B0524</i>
<i>Spanish IV</i>	<i>WL99A2126/WL99B2126</i>	<i>Science of Happiness</i>	<i>MD99A0590</i>

***High School Fine Arts***

<b><i>Course</i></b>	<b><i>Course Code</i></b>
<i>Beginning Chorus</i>	<i>FA994182</i>
<i>Intermediate Chorus</i>	<i>FA994186</i>
<i>Beginning Concert Band</i>	<i>FA99A4160</i>
<i>Symphonic Band</i>	<i>FA99B4168</i>
<i>Music History and Appreciation</i>	<i>FA994206</i>
<i>Ceramics</i>	<i>FA994040</i>
<i>Sculpture</i>	<i>FA994044</i>
<i>Drawing</i>	<i>FA994060</i>
<i>Painting</i>	<i>FA994064</i>

## *Dual Credit Course Offerings*

### College Courses

Students in the eleventh or twelfth grade may take college courses to expand their knowledge and curriculum. We have relationships with Ball State University, Purdue-Polytechnic Anderson, and Ivy Tech-Muncie. College courses are more academically rigorous than regular courses and prepare students for entry to post-secondary school. All tuition, books, and fees are assumed by the student. Students must be approved by the school counselor to take college courses.

### Dual Credit Course Offerings

Daleville Jr./Sr. High School provides many opportunities for students to earn both high school and college credits simultaneously. Dual credit courses (see list below) are considered college-level courses and are treated as such. They are more academically rigorous than regular high school courses and prepare students for entry to post-secondary school. These courses are offered by the colleges listed and are taught by Daleville Jr./Sr High School faculty in the high school classroom. The courses are offered either free or at a significant tuition discount. All dual credit costs are assumed by the student. If a student is on Free/Reduced lunch the school helps with the cost. Students will register with the university to earn the college credits and have them put on a college transcript. Most of these credits are transferable between colleges, but there are exceptions. Students and their families are strongly encouraged to contact the college they wish to attend to be sure they will accept these credits. Also, different colleges have different requirements for awarding the dual credit. Please refer to the individual course's description in this guide for details regarding what qualifies a student to receive college credit for the course. Students must achieve a C or better to receive the dual credit.

### IVY TECH Dual Credit Classes (taught by Daleville Faculty)

In order to earn dual credit, students are required to register for the course, meet college entry level scores on a designated placement test and/or meet a minimum GPA (2.6 or above) requirement over four semesters. Students must achieve a C or higher to receive the dual credit. Please refer to the individual course's description in this guide for details regarding what qualifies a student to receive college credit for the Ivy Tech dual credit courses.

<i>English</i>				
<i>Daleville Course</i>	<i>Priority Dual Credit Course (Counts towards Academic or Technical Honors Diplomas)</i>	<i>Post-Secondary Institution to Award Credit</i>	<i>Post-Secondary Course Title</i>	<i>College Credits</i>
<i>Advanced English, College Credit</i>	<i>Yes</i>	<i>Indiana University- Kokomo</i>	<i>ENG-W 131: Reading, Writing, and Inquiry I</i>	<i>3</i>
<i>Advanced English, College Credit</i>	<i>Yes</i>	<i>Indiana University- Kokomo</i>	<i>ENG-L 202: Literacy Interpretation</i>	<i>3</i>
<i>Advanced Speech</i>	<i>Yes</i>	<i>Indiana University- Kokomo</i>	<i>SPCH-S 121: Public Speaking</i>	<i>3</i>
<i>Mathematics</i>				
<i>Daleville Course</i>	<i>Priority Dual Credit</i>	<i>Post-Secondary Institution to</i>	<i>Post-Secondary Course Title</i>	<i>College Credits</i>

	<i>Course (Counts towards Academic or Technical Honors Diplomas)</i>	<i>Award Credit</i>		
	<i>Finite Math</i>	<i>Yes</i>	<i>IvyTech Community College</i>	<i>MATH 135: Finite Math</i> 3
	<i>Quantitative Reasoning</i>	<i>Yes</i>	<i>IvyTech Community College</i>	<i>MATH 123: Quantitative Reasoning</i> 3
	<i>Pre-Calculus</i>	<i>Yes</i>	<i>IvyTech Community College</i>	<i>MATH 136: College Algebra</i> 3
	<i>Trigonometry</i>	<i>Yes</i>	<i>IvyTech Community College</i>	<i>MATH 137: Trigonometry with Analytic Geometry</i> 3
	<i>Calculus I</i>	<i>Yes</i>	<i>IvyTech Community College</i>	<i>Calculus I</i> 4
	<i>Calculus II</i>	<i>Yes</i>	<i>IvyTech Community College</i>	<i>Calculus II</i> 4
<b><i>Social Studies</i></b>				
<i>Daleville Course</i>	<i>Priority Dual Credit Course (Counts towards Academic or Technical Honors Diplomas)</i>	<i>Post-Secondary Institution to Award Credit</i>	<i>Post-Secondary Course Title</i>	<i>College Credits</i>
<i>US History (ACP)</i>	<i>Yes</i>	<i>Indiana University-Kokomo</i>	<i>H105 American History I</i>	<i>3</i>
<i>US History (ACP)</i>	<i>Yes</i>	<i>Indiana University-Kokomo</i>	<i>H106 American History II</i>	<i>3</i>
<i>US Government DC</i>	<i>Yes</i>	<i>Ivy Tech</i>	<i>POLS 101</i>	<i>3</i>
<b><i>Science</i></b>				
<i>Daleville Course</i>	<i>Priority Dual Credit Course (Counts towards Academic or Technical Honors Diplomas)</i>	<i>Post-Secondary Institution to Award Credit</i>	<i>Post-Secondary Course Title</i>	<i>College Credits</i>
<i>Biology II</i>	<i>Yes</i>	<i>IvyTech Community College</i>	<i>BIOL 107: Biology II Diversity of Life</i>	<i>5</i>
<i>Chemistry ACP</i>	<i>Yes</i>	<i>Indiana University- Kokomo</i>	<i>CHEM-C 101: Elementary Chemistry I &amp; CHEM-C 121: Elementary Chemistry Lab I</i>	<i>5</i>
<i>Human Anatomy (first semester)</i>	<i>Yes</i>	<i>IvyTech Community College</i>	<i>APHY 101: Anatomy and Physiology I</i>	<i>3</i>
<i>Human Anatomy (second semester)</i>	<i>Yes</i>	<i>IvyTech Community College</i>	<i>APHY 102: Anatomy and Physiology II</i>	<i>3</i>

*Business and Technology*

<i>Daleville Course</i>	<i>Priority Dual Credit Course (Counts towards Academic or Technical Honors Diplomas)</i>	<i>Post-Secondary Institution to Award Credit</i>	<i>Post-Secondary Course Title</i>	<i>College Credits</i>
<i>Intro to Advanced Manufacturing and Logistics (first semester)</i>	<i>No</i>	<i>IvyTech Community College</i>	<i>MPRO 100: Introduction to Plant Floor and Computer Numerical Control (CNC) Principles</i>	<i>3</i>
<i>Intro to Advanced Manufacturing and Logistics (second semester)</i>	<i>No</i>	<i>IvyTech Community College</i>	<i>MPRO 106: Introduction to Workplace and Safety</i>	<i>3</i>



## *Daleville High School Course Descriptions*

### **HIGH SCHOOL ENGLISH**

#### ***English 9*** | *Two Semesters*

(EN99A1002, EN99B1002)

*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 within an appropriate level of complexity for this grade band. Students read a variety of texts and create projects in which they apply concepts learned through comprehension. Students write in multiple formats. This is the basic foundation for high school English in which students will continue with Academic Standards. Students review basic English grammar. Students learn to identify, comprehend, apply, and evaluate a variety of texts.*

- Fulfills an English/Language Arts requirement for all diplomas
- Recommended Grade: 9

#### ***English 9 Honors*** | *Two Semesters*

(EN98A1002, EN98B1002)

*The course content for the Honors class is significantly more rigorous than the state approved course. Honors-level courses must be standards-based, have defined criteria for student admission to the course as well as clear expectations of student outcomes.*

English 9 Honors, 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 within an appropriate level of complexity for this grade band. Students read selected texts and learn how to dissect and annotate the reading for better understanding. Students analyze texts and then synthesize the knowledge into a new product. Honor students read a great deal of material outside class and during breaks. Students work with peers to gain more understanding and to brainstorm ideas. Students review basic grammar and writing elements. Students write in multiple formats.

- Recommended Grade: 9
- Fulfills an English/Language Arts requirement for all diplomas
- Required Prerequisites: English teacher recommendation and English 8/8 Honors grade of B or higher

#### ***English 10*** | *Two Semesters*

(EN99A1004, EN99B1004)

*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 in this course study language, literature, writing, non-fiction, and oral communication. Students write in a variety of formats including but not limited to argumentative writing, literary analysis, and open-ended response. The non-fiction and literature are chosen based on topic and time period.*

- Recommended Grade: 10
- Required Prerequisites: English 9
- Fulfills an English/Language Arts requirement for all diplomas

#### ***English 10 Honors*** | *Two Semesters*

(EN98A1004, EN98B1004)

*The course content for the Honors class is significantly more rigorous than the state approved course. Honors-level courses must be standards-based, have defined criteria for student admission to the course as well as clear expectations of student outcomes.*

*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. In this course students study language, literature, composition, and oral communication so that they better understand what other people are communicating to them and so that they communicate better themselves. Readings focus on exploring universal themes across a wide variety of genres, including classic and contemporary literature as well as nonfiction. Students also focus on developing the reading*

and writing skills necessary to function well in school and in the rest of life. They write a biographical essay in which they practice the art of storytelling and develop research and organizational skills. They also write responses to literature based on literary analysis, expository and persuasive compositions, and research reports for which they learn to evaluate sources and information. In addition, students are encouraged to read independently to strengthen and expand the reading and analysis skills they learn in class.

- Recommended Grade: 10
- Required Prerequisites: English teacher recommendation and English 9 /9 Honors grade B or higher
- Fulfills an English/Language Arts requirement for all diplomas

### **English 11** | Two Semesters

(EN99A1006, EN99B1006)

*English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. This course is designed to guide students through American literary movements and American authors, as well as equip students with the communication, presentation, reading, and writing skills necessary to succeed in their senior year of high school and beyond. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to classic and contemporary literature and nonfiction. Students write narratives, responses to literature, academic essays, and research assignments.*

- Recommended Grade: 11
- Required Prerequisites: English 10
- Fulfills an English/Language Arts requirement for all diplomas

### **English 11 Honors** | Two Semesters

(EN98A1006, EN98B1006)

*The course content for the Honors class is significantly more rigorous than the state approved course. Honors-level courses must be standards-based, have defined criteria for student admission to the course as well as clear expectations of student outcomes..*

*English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. This course is designed for college-bound juniors who have demonstrated the ability to understand and use standard English. An intense concentration on language enhances the ability to use grammatical conventions appropriately and to develop stylistic maturity as demonstrated by vocabulary, sentence structure, organization, diction, voice, and the effective use of the rhetorical modes of discourse. Also, English 11 Honors students engage in the careful reading and critical analysis of imaginative literature representative of various genres and periods, concentrating on works of recognized literary merit. Deliberate and thorough reading is accompanied by thoughtful discussion and writing so that students demonstrate an understanding of the work's complexity and artistry. Additionally, students write and deliver multimedia presentations and access, analyze, and evaluate online information.*

- Recommended Grade: 11
- Required Prerequisites: English teacher recommendation and English 10/10 Honors with a B or higher
- Fulfills an English/Language Arts requirement for all diplomas

### **English 12** | Two Semesters

(EN99A1008, EN99B1998)

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

- Recommended Grade: 12

- Required Prerequisites: English 11
- Fulfills an English/Language Arts requirement for all diplomas

***Advanced English, College Credit*** | Two Semesters

(EN98A1124, EN98B1124)

*This dual-credit course provides an intensive study and application of the rhetorical writing strategies. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. The course strengthens students' reading, research, and critical thinking skills and develops students' abilities to think, organize, and express their ideas clearly and effectively in writing. Numerous in-class writing activities are required in addition to extended essays written outside class. An essay emphasizing research-based analytics is required.*

- Recommended Grade: 12
- Enrollment by Teacher Recommendation and an A or B in English 11
- Fulfills an English/Language Arts requirement for all diplomas
- Can be taken as Indiana University-Bloomington dual credit course - student must achieve a C or higher to achieve college credit
- Must have a 2.7 GPA or higher to enroll

***Advanced Speech and Communication*** | One Semester

(EN981078)

*Advanced Speech and Communication, a course based on the Indiana Academic Standards for English/Language Arts and emphasizing the High School Speech and Communication Standards, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. This dual-credit public speaking course helps eliminate fears and develops a working knowledge of different speaking styles. Students deliver a variety of types of speeches ranging from informative to persuasive. Students learn how to research and integrate sources.*

- Recommended Grade: 11, 12
- Fulfills an English/Language Arts requirement for all diploma
- Can be taken as Indiana University-Bloomington dual credit course - student must achieve a C or higher to achieve college credit
- Must have a 2.7 GPA or higher to enroll

***Etymology*** | One Semester

(EN991060)

*Etymology is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (Latin, Greek, Germanic, and Romance Languages). This is a vocabulary course designed to prepare students for the SAT. Students' work is workbook-based. Students learn about using context clues and word parts to understand word meaning. Students practice general test preparation strategies through exposure to high level vocabulary.*

- Recommended Grade: 11, 12
- Fulfills an English/Language Arts requirement for all diplomas

***Short Stories*** | One Semester

(EN991046)

*Short Stories, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the short story, such as being tightly focused narrative fiction. The course may be organized by historical periods, themes, or authors. Students examine short stories with modernist and contemporary themes by a variety of authors from the perspective of audience, purpose, and historical development. Students analyze what distinguishes the short story genre from other literary genres, such as the novels, epics, romances, biographies, etc. 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: 10, 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Fulfills an English/Language Arts requirement for all diplomas

### ***Creative Writing*** | *One Semester*

(EN991092)

*Creative Writing is a study and application of the rhetorical writing strategies for prose and poetry. In this teacher-led workshop, students work on developing their writing craft. Writings concentrate heavily on fiction but also include autobiographical writings. Students study the necessary elements of creative writing and work to create their own collection of writing. Students complete a final project that consists of a large writing assignment, which will showcase the skills they have developed throughout the semester.*

- Recommended Grade: 10, 11, 12
- Required Prerequisites: English 9, English 10, or teacher recommendation
- Fulfills an English/Language Arts requirement for all diplomas

### ***Digital Media, Adv. Digital Media*** | *Two Semesters*

(EN991084)

*Digital Media, a course based on the Indiana Academic Standards for English/Language Arts and Media Literacy Standards, is a study of media literacy and production skills. This course examines the impact of informational, narrative, and persuasive media on everyday life. This course will focus on changes in media and includes practice in broadcast journalism, audio/visual storytelling, multimedia storytelling, as well as different platforms such as online and social media. Students will analyze local, national, and global media through the lens of law, ethics, and social responsibility. Students use course content to become knowledgeable consumers and producers of media. For the second credit: Students continue to develop media production skills in addition to continuing critical media analysis. Throughout the year, students write and produce media projects.*

- Recommended Grade: 11, 12
- Must complete application and be accepted into course
- Counts as an Elective for all diplomas.

### ***Journalism*** | *Two semesters*

(EN991080)

*Journalism, a course based on the Indiana Academic Standards for English/Language Arts and the Indiana High School Journalism Standards, is a study of news elements, journalism history, First Amendment law, ethics, fact and opinion, copy editing, news, and features as they apply to print and digital media products. It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns, and digital media writing forms. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism and emerging media development and design. By the end of the semester, students write, shoot, and design stories for print and digital media products.*

- Recommended Grade: 9, 10, 11, 12
- Counts as an Elective for all diplomas
- NOTE: This is not a student publications course. The designated school newspaper or yearbook course is Student Media (1086).

### ***Student Media*** | *Two Semesters*

(EN99A1086, EN99B1086)

*In Student Media, students are responsible for creating yearbooks for DES and DHS using software. Students create a sports program each quarter. In addition, students create a news magazine twice a year. Students are responsible for taking, editing, and tagging photographs for multiple programs. Students maintain a website and all social media accounts. Students also sell ads and have fundraisers. Finally, the class members are responsible for Bronco-TV, a twice-a-week broadcast.*

- Recommended Grade: 10, 11, 12

- Required Prerequisites: English 9 with a C or better, Intro to Journalism
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.
- NOTE: This is the designated School Media course, including newspaper and yearbook

***CCR Bridge: Literature*** | One Semester

(EN991014)

*This course is an innovative, dynamic course built to help students master the literacy skills needed for core subject areas. Literacy skills are emphasized through reading and writing assignments based on the content. The focus is on truly understanding how to read and interpret texts.*

- Grade Level: 12
- Recommended Prerequisites: Must be students who want to attend college, but who have not passed the Grade 10 English ISTEP+ (or old English ECA) and have scored below a 45 on the PSAT OR students who score below proficient on a diagnostic test
- Fulfills an English/Language Arts requirement for all diplomas

**HIGH SCHOOL FINE ARTS**

***Applied Music*** | One Semester

(FA99A4200, FA99B4200)

*Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music. Special projects may be assigned by instructor to help musically with school and/or athletic events.*

- Recommended Grade: 9, 10, 11, 12
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Counts as a Directed Elective or Elective for all diplomas/fulfills a Fine Arts requirement
- Laboratory course

***Beginning Concert Band*** | One Semester

(FA99A4160)

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

- Required Prerequisites: 7th/8th grade band OR approval from High School band instructor
- Recommended Grade: 9, 10, 11, 12
- Counts as a Directed Elective or Elective for all diplomas/fulfills a Fine Arts requirement
- Laboratory course
- Taken as a full-year course with Symphonic Band following

### ***Symphonic Band*** | One Semester

(FA99A4168, FA99B4186)

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Beginning Concert Band
- Counts as a Directed Elective or Elective for all diplomas/fulfills a Fine Arts requirement
- Laboratory course
- Taken as a full-year course following Beginning Concert Band

### ***Music History and Appreciation*** | Two Semesters

(FA994206)

Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

- Recommended Grade: 9, 10, 11, 12
- Counts as a Directed Elective or Elective for all diplomas/fulfills a Fine Arts requirement

### ***Ceramics*** | One Semester

(FA994040)

*Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics will learn and apply the five stages of clay. Within this course, students will learn the process of hand building, casting, wheel throwing, slip and glaze techniques. As students refine their work exploring historical and cultural examples, they will begin to develop portfolio-quality works of art.*

- Recommended Grade: 11, 12
- Required Prerequisites: Introduction to Three-Dimensional Art
- Counts as a Directed Elective or Elective for all diplomas/fulfills a Fine Arts requirement
- Project-based laboratory course

### ***Sculpture*** | One Semester

(FA994044)

*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. Sculpture is a one-semester course offered in the spring semester following ceramics. Many techniques from ceramics will be applied. Students will have the opportunity to experience a multitude of mediums as a prerequisite for college 3D courses.*

- Recommended Grade: 11, 12
- Required Prerequisites: Introduction to Three-Dimensional Art and Ceramics
- Counts as a Directed Elective or Elective for all diplomas/fulfills a Fine Arts requirement

- Project-based laboratory course

***Drawing*** | One Semester

(FA994060)

*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: 11, 12
- Required Prerequisites: Introduction to Two-Dimensional Art and Advanced Two-Dimensional Art
- Counts as a Directed Elective or Elective for all diplomas/fulfills a Fine Arts requirement
- Project-based laboratory course
- Recommended as a year-long course paired with Painting

***Painting*** | One Semester

(FA994064)

*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 acrylic 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: 11, 12
- Required Prerequisites: Introduction to Two-Dimensional Art, Advanced Two-Dimensional Art, and Drawing
- Counts as a Directed Elective or Elective for all diplomas/fulfills a Fine Arts requirement
- Project-based laboratory course
- Recommended as a year-long course paired with Drawing

***Introduction to 2 Dimensional Art*** | One Semester

(FA994000)

*Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art.*

Introduction to 2-Dimensional Art introduces art history, elements and principles of art, art criticism and a multitude of mediums. Students will develop artwork based on theories and concepts from a variety of cultural art and art periods and by observing their own world experience.

- Recommended Grade: 9, 10
- Recommended to take as a year-long course paired with Advanced Two-Dimensional Art
- Counts as a Directed Elective or Elective for all diplomas/fulfills a Fine Arts requirement
- Project-based laboratory course

***Advanced 2 Dimensional Art*** | One Semester

(FA994004)

*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: 9, 10
- Required Prerequisites: Introduction to Two-Dimensional Art
- Recommended to take as a year-long course paired with Introduction to Two-Dimensional Art
- Counts as a Directed Elective or Elective for all diplomas/fulfills a Fine Arts requirement
- Project-based laboratory Course

### ***Introduction to 3 Dimensional Art | One Semester***

*(FA994002)*

*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: 9, 10
- Recommended Prerequisites: Introduction to Two-Dimensional Art
- Recommended to take as a year-long course paired with Advanced Three-Dimensional Art
- Counts as a Directed Elective or Elective for all diplomas/fulfills a Fine Arts requirement
- Project-based laboratory course

### ***Advanced 3 Dimensional Art | One Semester***

*(FA994006)*

*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: 9, 10
- Required Prerequisites: Introduction to Three-Dimensional Art
- Recommended to take as a year-long course paired with Introduction to Three-Dimensional Art
- Counts as a Directed Elective or Elective for all diplomas/fulfills a Fine Arts requirement
- Project-based laboratory course

## **HIGH SCHOOL MATH**

### ***Algebra I | Two Semesters***

*(MA99A2520, MA99B2520)*



*Algebra I formalizes and extends the mathematics 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: 9
- Counts as a Mathematics course for all diplomas/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

### ***Algebra II*** | Two Semesters

(MA99A2522, MA99B2522)

*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; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other 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.*

- Recommended Grade: 9, 10, 11, 12
- Recommended Prerequisites: Algebra I
- Counts as a Mathematics course for all diplomas/fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas

### ***Algebra II Honors*** | Two Semesters

(MA98A2522, MA98B2522)

*The course content for the Honors class is significantly more rigorous than the state approved course. Honors-level courses must be standards-based, have defined criteria for student admission to the course as well as clear expectations of student outcomes.*

*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; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other 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.*

- Recommended Grade: 9, 10, 11, 12

- Recommended Prerequisites: Algebra I
- Counts as a Mathematics course for all diplomas/fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas

### **Calculus I** | One Semester

(MA98A2527)

*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 strands: 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: 11, 12
- Required Prerequisites: Pre-Calculus (B- or higher)
- Required Prerequisites: Pre-Calculus and Trigonometry
- Counts as a Mathematics course for all diplomas
- Can be taken as IvyTech Community College dual credit course - student must achieve a C or higher to earn college credit

### **Calculus II (Advanced Math)** | One Semester

(MA98B2544)

Advanced Mathematics, College Credit is a title covering (1) any advanced mathematics course (beyond Algebra II) that is offered for credit by an accredited post-secondary institution and is not a course offered in the Indiana State Approved Course Titles and Descriptions.

- Recommended Grade: 11, 12
- Required Prerequisites: Calculus
- Counts as a Mathematics course for all diplomas
- Can be taken as IvyTech Community College dual credit course - student must achieve a C or higher to earn college credit

### **Geometry** | Two Semesters

(MA99A2532, MA99B2532)

*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 comprise 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 Grade: 9, 10, 11, 12
- Required Prerequisites: Algebra I
- Counts as a Mathematics course for all diplomas

### **Geometry Honors** | Two Semesters

(MA98A2532, MA98B2532)

*The course content for the Honors class is significantly more rigorous than the state approved course. Honors-level courses must be standards-based, have defined criteria for student admission to the course as well as clear expectations of student outcomes, and include a culminating honors project that reflects understanding of the Honors course content.*

*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 comprise 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 Grade: 9, 10, 11, 12
- Required Prerequisites: Algebra I, Teacher Recommendation
- Counts as a Mathematics course for all diplomas

### ***Finite Math*** | One Semester

(MA98A2530)

*Finite Mathematics is a collection of mathematical topics, frequently used in business or public policy contexts. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets; Matrices; Networks; Optimization; and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. 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: 11, 12
- Recommended Prerequisites: Algebra II, Geometry
- Counts as a Mathematics course for all diplomas
- Can be taken as IvyTech Community College dual credit course - student must achieve a C or higher to earn college credit
- Students must register, take the Knowledge Assessment STEM and achieve a or 70 or higher prior to November 1st to be eligible to achieve the dual credit.

### ***Quantitative Reasoning*** | One Semester

(MA992550)

*Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real-world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. 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: 11, 12
- Required Prerequisites: Algebra II, Geometry
- Counts as a Mathematics course for all diplomas
- Can be taken as IvyTech Community College dual credit course - student must achieve a C or higher to earn college credit
- Students must register, take the Knowledge Assessment STEM and achieve a or 50 or higher prior to November 1st or have a 2.6 cumulative GPA through 4 semesters of high school to be eligible to achieve the dual credit.

**Pre-Calculus** | One Semester

(MA98A2564)

*Pre-Calculus: Algebra extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus: Algebra is made up of five strands: Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Functions and Equations; Sequences and Series; and Conics. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The 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: 11, 12
- Required Prerequisites: Algebra II (B- or higher) and Geometry
- Counts as a Mathematics course for all diplomas
- Can be taken as IvyTech Community College dual credit course - student must achieve a C or higher to earn college credit
- Students must register, take the Knowledge Assessment STEM and achieve a or 70 or higher prior to November 1st to be eligible to achieve the dual credit.

**Trigonometry** | One Semester

(MA98B2566)

*Pre-Calculus: Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, finance, and nearly all other STEM disciplines. Trigonometry consists of six strands: Unit Circle; Triangles; Periodic Functions; Identities; Polar Coordinates and Complex Numbers; and Vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The 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: 11, 12
- Required Prerequisites: Algebra II (B-or higher) and Geometry (B- or higher)
- Counts as a Mathematics course for all diplomas
- Can be taken as IvyTech Community College dual credit course - student must achieve a C or higher to earn college credit
- Students must register, take the Knowledge Assessment STEM and achieve a or 70 or higher prior to November 1st to be eligible to achieve the dual credit.

**CCR Bridge: Math** | One Semester

(MA992514)

*The CCR Bridge: Math Ready course will include and reinforce the Algebra I, Geometry, Algebra II and Statistics skills necessary to be ready for an entry-level college math course. This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure (e.g., why to use a certain formula or method to solve a problem). This equips them with higher-order thinking skills in order to apply math skills, functions, and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements for college entry. The content of this course is designed to*

enhance students' math skills so that they are ready for college-level math assignments. It is not designed to prepare students for college-level math in STEM majors.

- Recommended Grade: 12
- Recommended Prerequisites: Algebra II
- Counts as a Mathematics course for all diplomas

### **HIGH SCHOOL SCIENCE**

#### ***ACP Chemistry*** | Two Semesters

(SC98A3066, SC98B3066)

*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: 10, 11, 12
- Required Prerequisites: Algebra I
- Counts as an elective for all diplomas/fulfills a science course/fulfills a quantitative reasoning course
- Can be taken as Indiana University-Bloomington dual credit course - student must achieve a C or higher to earn college credit
- Must have a 2.7 GPA or higher to enroll

#### ***Anatomy/Physiology*** | Two Semesters

(SC99A5276, SC99B5276)

*Human Anatomy and Physiology develops a comprehensive understanding of the interrelationship between cytology, histology, and morphology as seen in the human organism. The course introduces students to the cell, which is the basic structural and functional unit of all organisms, tissues, and the following organ systems – integumentary, skeletal, muscular, nervous including special senses, endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and reproductive. Dissection of various animal specimens heavily supplements the lecture and textual material and is required for success in the course.*

- Recommended Grade: 11, 12
- Recommended Prerequisites: Biology
- Counts as a directed elective or elective for all diplomas/fulfills a science course requirement for all diplomas
- Can be taken as IvyTech Community College dual credit course - student must achieve a C or higher to achieve college credit
- Students must register, take the Knowledge Assessment STEM and achieve a 50 or higher and ENGLISH and achieve a 70 or higher or have four high school semesters complete with a 2.6 GPA or higher prior to November 1st to be eligible to achieve the dual credit.

#### ***Biology I*** | Two Semesters

(SC99A3024, SC99B3024)

*Biology I concentrates on the following core topics: cellular chemistry, structure and reproduction, matter cycles and energy transfer, interdependence of organisms, molecular basis of heredity, genetics, and evolution. Instruction focuses 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: 9
- Fulfills the Biology requirement for all diplomas

### **Biology II** | Two Semesters

(SC99A3026, SC99B3026)

*Biology II presents an in-depth introduction to biology including a survey of animal diversity, the fundamentals of plant and animal structure and function, principles of animal reproduction and development, an overview of vertebrate anatomy, coverage of population and community biology, and systems ecology and behavioral ecology.*

- Recommended Grade: 10, 11, 12
- Required Prerequisites: B- or higher in Biology I
- Counts as an Elective for all diplomas/fulfills a science course requirement for all diplomas
- Can be taken as IvyTech Community College dual credit course - student must achieve a C or higher to achieve college credit
- Students must register, take the Knowledge Assessment STEM and achieve a 50 or higher and ENGLISH and achieve a 70 or higher or have four high school semesters complete with a 2.6 GPA or higher prior to November 1st to be eligible to achieve the dual credit.

### **Chemistry I** | Two Semesters

(SC99A3064, SC99B3064)

*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: 10, 11, 12
- Required Prerequisites: Algebra II (can be taken concurrently)
- Fulfills a science (physical) course requirement for all diplomas/fulfills a quantitative reasoning course

### **Environmental Science** | Two Semesters

(SC99A3010, SC99B3010)

*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: 10, 11, 12
- Required Prerequisites: Two credits science coursework
- Counts as an elective for all diplomas/fulfills a life science course

### **Integrated Chemistry/Physics** | Two Semesters

(SC99A3108, SC99B3108)

*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: 9, 10

- Required Prerequisites: Algebra I (may be taken concurrently with this course)
- Counts as an Elective for all diplomas/fulfills a physical science course/fulfills a quantitative reasoning course

**Physics** | *Two Semesters*

(SC99A3084, SC99B3084)

*Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. 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.*

- Required Prerequisites: Precalculus/Trigonometry (may be taken concurrently with this course)
- Counts as an Elective for all diplomas/fulfills a physical science course/fulfills a quantitative reasoning course

**HIGH SCHOOL SOCIAL STUDIES**

**US Government DC** | *One Semester*

(SS981540)

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

- Recommended Grade: 12
- Recommended Prerequisites: Students should be able to read a college level textbook and write grammatically correct sentences.
- Fulfills the Government requirement for all diplomas

**ACP US History** | *Two Semesters*

(SS98A1562, SS98B1562)

*Evolution of American society: political, economic, social structure; racial and ethnic groups; sex roles; Indian, inter-American, and world diplomacy of the United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history.*

- Recommended Grade: 11, 12
- Prerequisites: B or higher in World History, Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Fulfills the US History requirement for all diplomas
- Can be taken as Indiana University-Bloomington dual credit course - student must achieve a C or higher to earn college credit
- Must have a 2.7 GPA or higher to enroll and have a Teacher recommendation

**Economics** | One Semester

(SS991514)

*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: 12
- Fulfills the Economics requirement/fulfills a quantitative reasoning course

**Government** | One Semester

(SS991540)

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

- Recommended Grade: 12
- Fulfills Government requirement for all diplomas
- Students are required to take the naturalization test for citizenship per SEA 132

**World History and Civilization** | Two Semesters

(SS99A1548, SS99B1548)

*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.*

- Fulfills the Geography History of the World/World History and Civilization graduation requirement/fulfills social studies requirement/fulfills elective requirements

**Sociology** | One Semester

(SS991534)

*Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups.*



*The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.*

- Recommended Grade: 11, 12
- Counts as an elective for all diplomas

**Psychology** | One Semester

(SS991532)

*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 system 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 topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.*

- Recommended Grade: 11, 12
- Counts as an elective for all diplomas

**Indiana Studies** | One Semester

*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 students will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.*

**Ethnic Studies** | One Semester

*Ethnic Studies provides a framework to broaden students' perspectives concerning historical and contemporary lived experiences and cultural practices of ethnic and racial groups in the United States. This course may either focus on a particular ethnic or racial group or take a comparative approach across multiple groups. Course content should be presented from the perspective of the ethnic or racial group(s). The course may include an analysis of the economic, intellectual, social, and political contributions of an ethnic or racial group(s), as well as the socio-political and economic forces that create systemic challenges to accessing resources and opportunities. As a result, this course will better prepare students for an increasingly diverse, global community and participation in a democratic society.*

**HIGH SCHOOL BUSINESS AND TECHNOLOGY**

**Computer Science** | Two Semesters

(BE99A4801, BE99B4801)

*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
- Counts as a Directed Elective or Elective for all diplomas/fulfills a science course requirement/fulfills a quantitative reasoning course

***Digital Applications and Responsibility*** | One Semester

(ET99A528)

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

- Recommended Grade: 10
- Required for graduation at DHS
- Counts as an Elective

***Introduction to Accounting*** | Two Semesters

(BE99A4524, BE99B4524)

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

- Recommended Grade: 10, 11
- Counts as a Directed Elective or Elective for the all diplomas

***Principles of Computing*** | Two Semesters

7183

*Principles of Computing provides students the opportunity to explore how computers can be used in a wide variety of settings. The course will begin by exploring trends of computing and the necessary skills to implement information systems. Topics include operating systems, database technology, cybersecurity, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Students will also have the opportunity to utilize basic programming skills to develop scripts designed to solve problems. Students will learn about algorithms, logic development and flowcharting.*

- Recommended Grade(s): 9, 10, 11
- Credits: 2 semester course, 2 semesters required, 1 credit per semester,

***Topics in Computer Science*** | Two Semesters

7351

*TOP COMP SCI Topics in Computer Science is designed for students to investigate emerging disciplines within the field of computer science. Students will use foundational knowledge from 7183 Principles of Computing to study the areas of data science, artificial intelligence, app/game development, and security. Students will utilize knowledge related to these areas and programming skills to develop solutions to authentic problems.*

- *Recommended Grade(s): 10, 11, 12*
- *Required Prerequisites: Principles of Computing*
- *Credits: 2 semester course, 2 semesters required, 1 credit per semester*

***Principles of Advanced Manufacturing*** | Two Semesters

7108

*Principles of Advanced Manufacturing is a course that includes classroom and laboratory experiences in Industrial Technology and Manufacturing Trends. Domains include safety and impact, manufacturing essentials, lean manufacturing, design principles, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.*

- *Recommended Grade(s): 9, 10, 11*
- *Credits: 2 semester course, 2 semesters required, 1 credit per semester*

***Advanced Manufacturing Technology*** | Two Semesters

7108

*Advanced Manufacturing Technology introduces manufacturing processes and practices used in manufacturing environments. The course also covers key electrical principles, including current, voltage, resistance, power, inductance, capacitance, and transformers, along with basic mechanical and fluid power principles. Topics include, types of production, production materials, machining and tooling, manufacturing planning, production control, and product distribution will be covered. Students will be expected to understand the product life cycle from conception through distribution. This course also focuses on technologies used in production processes. Basic power systems, energy transfer systems, machine operation and control will be explored. This course will use lecture, lab, online simulation and programming to prepare students for Certified Production Technician Testing through Manufacturing Skill Standards Council (MSSC).*

- *Recommended Grade(s): 10, 11, 12*
- *Required Prerequisites: Principles of Advanced Manufacturing*
- *May take in synchronicity with Principles of Advanced Manufacturing & Mechatronics System*

***Mechatronics Systems*** | Two Semesters

7106

*Mechatronics Systems covers the basic electrical and mechanical components and functions of a complex mechatronics system. Through a systems approach, students will learn about mechanical components which lead and support the energy through a mechanical system to increase efficiency and to reduce wear and tear. By understanding the complete system, students will learn and apply troubleshooting strategies to identify, localize and (where possible) to correct malfunctions. Preventive maintenance of mechanical elements and electrical drives as well as safety issues within the system will also be discussed.*

- *Recommended Grade(s): 10, 11, 12*
- *Required Prerequisites: Principles of Advanced Manufacturing; Advanced Manufacturing Technology*
- *May take in synchronicity with Principles of Advanced Manufacturing & Advanced Manufacturing Technology*

***Introduction to Business*** | Two Semesters

(BE99A4518, BE99B4518)

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

- Recommended Grade: 9, 10
- Counts as a Directed Elective or Elective for the all diplomas

***Introduction to Design Processes*** | Two Semesters

(ET99A4794, ET99B4794)

*Introduction to Design Processes is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, testing, communicating, and presenting post-evaluation of products. Students use the design process to analyze research, develop ideas, and produce products solutions. This process gives a framework through which they design, manufacture, and test-present their ideas. Students will demonstrate and utilize design principles and elements for visual presentation. Designing aspects will also cover aesthetics, ergonomics, the environment, safety, and production. The design process is a core-learning tool for many courses enabling the student to solve problems in a systematic, logical and creative manner. Students develop a good understanding of the way the process helps them think creatively and develop aesthetic ideas. The design process encourages the students to engage in higher level thinking to create solutions for many types of problems.*

- Recommended Grade: 10
- Counts as a Directed Elective or Elective for all diplomas

***Personal Financial Responsibility*** | One Semester

(BE994540)

*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: 11
- Required for graduation at DHS
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

***Preparing for College and Careers*** | One Semester

(BE995394)

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

*approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.*

- Recommended Grade: 9

### ***Principles of Business Management*** | Two Semesters

(BE99A4562)

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

- Recommended Grade: 11,12
- Recommended Prerequisites: Introduction to Business
- Counts as a Directed Elective or Elective for all diplomas

### ***Principles of Marketing*** | Two Semesters

(BE99B5914)

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

- Recommended Grade: 11,12
- Recommended Prerequisites: Introduction to Business
- Counts as a Directed Elective or Elective for all diplomas

## **HIGH SCHOOL FOREIGN LANGUAGE**

### ***French I*** | Two Semesters

(WL99A2020, WL99B2020)

*French I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning French language learning, and to various aspects of French-speaking culture. In this course, students develop effective strategies for language learning as well as exploring reasons to learn a world language. Students acquire the vocabulary, pronunciation, and basic grammatical structures of French while developing elementary listening, speaking, reading, and writing skills. By the end of French I, students participate in conversations to provide and obtain information, express feelings, and exchange opinions; understand and present written and spoken language on a variety of topics; recognize and use culturally appropriate non-verbal communication; demonstrate an understanding of the culture, geography, and products of French-speaking countries; and identify similarities and differences between our own language and culture and the language and culture of France and other French-speaking countries. In addition, in this course students also make connections with other content areas and develop ways to apply their understanding of French language and culture outside the classroom.*

- Recommended Grade: 9, 10, 11, 12
- Fulfills a World Language requirement/counts as a directed elective or elective

### ***French II*** | Two Semesters

(WL99A2022, WL99B2022)

*French II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for French language learning by encouraging the use of the language and cultural understanding for self-directed purposes. In this course students expand and strengthen their vocabulary, understanding of grammatical structures, and skills in listening, speaking, reading, and writing. By the end of French II, students express themselves more freely*

*in conversations, discussions, role play, and simulations; read, comprehend, and discuss edited materials written in French; write short compositions, letters, email messages, personal notes, postcards, and creative works; demonstrate an understanding of family and social practices in French-speaking countries; and demonstrate an awareness of current events, artistic expression, and products of the French-speaking world. In addition, in this course students make connections with other content areas and develop ways to apply their understanding of French language and culture outside the classroom.*

- Recommended Grade: 10, 11, 12
- Required prerequisites: French I
- Fulfills a World Language requirement/counts as a directed elective or elective

### **French III** | Two Semesters

(WL99A2024, WL99B2024)

*French III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for French language learning by facilitating the use of the language and cultural understanding for self-directed purposes. In this course students develop greater fluency in all the language skills. In addition to expansion of vocabulary and greater understanding of the structure of the language, students express original ideas through speaking and writing, develop reading and listening comprehension skills, and present student-created material on a variety of topics. Students explore history, literature, the fine arts, and cultural identities of French-speaking countries. By the end of French III, students speak on a variety of topics; handle a wide range of social transactions; comprehend the spoken language well enough to acquire information; read, comprehend, and discuss a variety of edited informational and creative materials; write summaries, descriptions, narratives, letters, and creative works; and demonstrate an understanding of the cultural contributions of French-speaking countries. This course provides students the opportunity to make connections with other content areas and develop ways to apply their understanding of French language and culture outside the classroom.*

- Recommended Grade: 11, 12
- Required prerequisites: French I and II
- Fulfills a World Language requirement/counts as a directed elective or elective

### **French IV** | Two Semesters

(WL99A2026, WL99B2026)

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

- Recommended Grade: 9, 10, 11, 12
- Required prerequisites: French I, II and III
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

### **Spanish I** | Two Semesters

(WL99A2120, WL99B2120)

*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 cultures. This course introduces students to practical communication skills that serve as the foundation for the Spanish language. In addition to developing these skills in listening, speaking, reading and writing simple, but complete, sentences, students examine the parallels (as well as the contrasts) between various aspects of different Latin cultures and their native culture. By the end of this course, students will be well-acquainted with such concepts as making statements, forming commands and requests, discussing interests, and recognizing sentence structures, along with knowledge of foundational vocabulary terms.*

- Recommended Grade: 9, 10, 11, 12
- Fulfills a World Language requirement/counts as a directed elective or elective

***Spanish II*** | Two Semesters

(WL99A2122, WL99B2122)

*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 continues to build upon the foundation laid in Spanish I. Students experience further aspects of Latin culture and cultivate those practical communication skills introduced in the previous course. In addition, students learn more advanced grammatical structures, explore new vocabulary terms, and begin to interpret larger texts such as paragraphs. By the end of this course, students will be able to discuss something that has already taken place, and form basic paragraphs of their own, as well as using and recognizing pronouns in their proper contexts.*

- Recommended Grade: 10, 11, 12
- Required prerequisites: Spanish I
- Fulfills a World Language requirement/counts as a directed elective or elective

***Spanish III*** | Two Semesters

(WL99A2124, WL99B2124)

*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. In this course students synthesize grammatical concepts already learned in the two previous courses with more advanced ones. Instruction emphasizes the target language (more so than before) with a goal of increased proficiency and reliance on Spanish, particularly in terms of communication, further developing the practical communication skills started in Spanish I and II. At the end of this course, students will be able to accurately discuss the past, the present, and the future, as well as sharing personal information and anecdotes, all done at an intermediate level.*

- Recommended Grade: 11, 12
- Required prerequisites: Spanish I and II
- Fulfills a World Language requirement/counts as a directed elective or elective

***Spanish IV*** | Two Semesters

(WL99A2126, WL99B2126)

*Spanish IV, a course based on Indiana's Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop an understanding of Spanish-speaking cultures through explaining factors that influence the practices, products, and perspectives of the*

*target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.*

- Recommended Grade: 12
- Required prerequisites: Spanish I, II, and III
- Fulfills a World Language requirement/counts as a directed elective or elective

## **HIGH SCHOOL PHYSICAL EDUCATION AND HEALTH**

### ***Physical Education I | One Semester***

*(PE993452)*

*Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity 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 IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.*

- Recommended Grade: 9
- Required prerequisites: Grade 8 Physical Education
- Fulfills part of the Physical Education requirement for all diplomas

### ***Physical Education II | One Semester***

*(PE993544)*

*Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in four of the following areas that were not included in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity 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 IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.*

- Recommended Grade: 9
- Required prerequisites: Physical Education I
- Fulfills part of the Physical Education requirement for all diplomas

### ***Elective Physical Education | One or Two Semesters***

*(PE99A3560 & PE99B3560)*

*Elective Physical Education, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes*



*lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. With staff support, students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness and includes self monitoring. Ongoing assessment may include individual progress and/or performance-based skill evaluation.*

- Recommended Grade: 10, 11, 12
- Prerequisite: Physical Education I & II

***Elective Physical Education (Varsity) | One or Two Semesters***

*(PE99A3560 & PE99B3560)*

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

- Recommended Grade: 10,11,12
- Must have earned a Varsity Letter in athletics

***Health and Wellness Education | One Semester***

*(HE993506)*

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

- Recommended Grade: 10
- Recommended Prerequisites: 8th grade Health Education
- Fulfills the Health and Wellness requirement for all diploma types

## **HIGH SCHOOL ELECTIVES**

### ***Career Exploration Internship***

(MD99A0530, MD99B0530, MD98A0530, MD98B0530)

*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 interests. 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: 11, 12
- Recommended Prerequisites: Preparing for College and Careers
- 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. 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

### ***Science of Happiness | One Semester***

(0598)

*This is a master class resource in social emotional learning. This class is based on the PERMAP Model of Happiness adapted from Dr Martin Seligman. It will help students develop an awareness of the importance of their own personal happiness. Students will learn simple strategies to monitor and regulate emotional wellbeing and help manage stress. Students will be able to use techniques and lessons learned to improve their overall level of happiness.*

### ***Independent Study | One or Two Semesters***

(MD990000, MDA990000, MDB990000)

*Due to course conflict, credit recovery, or to expand one's curriculum, students may enroll in an online and/or college course. See School Counselor for details.*

### ***High School Volunteer***

(MDH99A0524, MDH99B0524)

*With permission form from the Principal's office, students may volunteer to help a teacher for a class. Students can do high school volunteer or do a study hall, but cannot do both a study hall and high school volunteer for a class. **Students do not receive credit for this course.***

### ***Study Hall | One or Two Semesters***

(MDA000, MDB000)

*Students may take a class period to use to study on academic subjects. **Students do not earn a credit. Students may have one study hall per semester.***

**Career Center Course Offerings 2020–2021**  
**Course Titles and Course Codes**

*In cooperation with Muncie Central High School as well as Anderson High School, Daleville Junior/Senior High School offers career-focused courses at the Muncie Area Career Center and the D26 Career Center through Anderson High School. This program is offered to juniors and seniors. Students will receive six credits per year for enrolling in the career center course. Students must submit an application prior to enrolling in these courses and also must have their own transportation to and from the career center(s). Travel periods will be granted to those enrolled in a career center in order to ensure safe travel. Students applying for admission to any program at the career center will fill out an application which will be reviewed by the student's counselor. The student's attendance record, number of high school credits earned to that point, and high school discipline record will be reviewed. Staff recommendations and results from an aptitude and interests testing may be used to help place a student in a career geared towards their individual interests and talents. Admission to any career and technical program at the Muncie Area Career Center or the D26 Career Center will not be denied to anyone in the school corporation on the basis of race, sex, disability, or origin including limited English proficiency. All Career Center classes are a full school year commitment.*

**D26 Career Center through Anderson High School:** <https://careercenter.acsc.net>

**Muncie Area Career Center:** <http://macc.muncie.k12.in.us>

<b>Muncie Area Career Center (MACC)</b>		<b>D26 Career Center through Anderson High School</b>	
<b>Course</b>	<b>Course Code</b>	<b>Course</b>	<b>Course Code</b>
<i>Automotive Services Technology I</i>	<i>CTE99A5510/CTE9BA5510</i>	<i>Advanced Manufacturing I</i>	<i>CTE99A5608/CTE99B5608</i>
<i>Automotive Services Technology II</i>	<i>CTE99A5546/CTE99B5546</i>	<i>Advanced Manufacturing II</i>	<i>CTE99A5606/CTE99B5606</i>
<i>Biomedical Sciences I</i>	<i>CTE99A5219/CTE99B5219</i>	<i>Automotive Collision Repair Technology I</i>	<i>CTE99A5514/CTE99B5514</i>
<i>Biomedical Sciences II</i>	<i>CTE99A5218/CTE99B5218</i>	<i>Automotive Collision Repair Technology II</i>	<i>CTE99A5544/CTE99B5544</i>
<i>Construction Technology I</i>	<i>CTE99A5580/CTE99B5580</i>	<i>Automotive Services Technology I</i>	<i>CTE99A5510/CTE9BA5510</i>
<i>Construction Technology II</i>	<i>CTE99A5578/CTE99B5578</i>	<i>Automotive Services Technology II</i>	<i>CTE99A5546/CTE99B5546</i>
<i>Cosmetology I</i>	<i>CTE99A5802/CTE99B5802</i>	<i>Construction Trades I</i>	<i>CTE99A5580/CTE99B5580</i>
<i>Cosmetology II</i>	<i>CTE99A5806/CTE99B5806</i>	<i>Construction Trades II</i>	<i>CTE99A5578/CTE99B5578</i>

<i>Criminal Justice I</i>	<i>CTE99A5822/CTE99B5822</i>	<i>Criminal Justice I</i>	<i>CTE99A5822/CTE99B5822</i>
<i>Criminal Justice II</i>	<i>CTE99A5824/CTE99B5824</i>	<i>Criminal Justice II</i>	<i>CTE99A5824/CTE99B5824</i>
<i>Dental Careers I</i>	<i>CTE99A5203/CTE99B5203</i>	<i>Culinary Arts and Hospitality Management I</i>	<i>CTE99A5440/CTE99B5440</i>
<i>Dental Careers II</i>	<i>CTE99A5204/CTE99B5204</i>	<i>Culinary Arts and Hospitality Management II</i>	<i>CTE99A5346/CTE99B5346</i>
<i>Early Childhood Education I</i>	<i>CTE99A5412/CTE99B5412</i>	<i>Dental Careers I</i>	<i>CTE99A5203/CTE99B5203</i>
<i>Early Childhood Education II</i>	<i>CTE99A5406/CTE99B5406</i>	<i>Early Childhood Education I</i>	<i>CTE99A5412/CTE99B5412</i>
<i>Electrical Technology I</i>	<i>CTE99A4830/CTE99B4830</i>	<i>Early Childhood Education II</i>	<i>CTE99A5406/CTE99B5406</i>
<i>Electrical Technology II</i>	<i>CTE99A4832/CTE99B4832</i>	<i>Education Professions I</i>	<i>CTE99A5408/CTE99B5408</i>
<i>Fire and Rescue I</i>	<i>CTE99A5820/CTE99B5820</i>	<i>Education Professions II</i>	<i>CTE99A5404/CTE99B5404</i>
<i>Fire and Rescue II</i>	<i>CTE99A5826/CTE99B5826</i>	<i>Emergency Medical Services (EMS)</i>	<i>CTE99A5201/CTE99B5201</i>
<i>Health Sciences I</i>	<i>CTE99A5282/CTE99B5282</i>	<i>Fire and Rescue I</i>	<i>CTE99A5820/CTE99B5820</i>
<i>Health Sciences II</i>	<i>CTE99A5284/CTE99B5284</i>	<i>Health Sciences I</i>	<i>CTE99A5282/CTE99B5282</i>
<i>Interactive Media Technology I</i>	<i>CTE99A5232/CTE99B5232</i>	<i>Health Sciences II: CNA</i>	<i>CTE99A5284/CTE99B5284</i>
<i>Interactive Media Technology II</i>	<i>CTE99A5232/CTE99B5232</i>	<i>Veterinary Careers I</i>	<i>CTE99A5211/CTE99B5211</i>
<i>Welding Technology I</i>	<i>CTE99A5776/CTE99B5776</i>	<i>Veterinary Careers II</i>	<i>CTE99A5212/CTE99B5212</i>
<i>Welding Technology II</i>	<i>CTE99A5778/CTE99B5778</i>	<i>Welding Technology I</i>	<i>CTE99A5776/CTE99B5776</i>
		<i>Welding Technology II</i>	<i>CTE99A5778/CTE99B5778</i>

## ***MACC Course Descriptions***

### ***Automotive Services Technology I***

*(CTE99A5510/CTE99B5510)*

*Have you ever been sitting in class and found yourself daydreaming about working on an old car or truck? If so, this is the class for you! In this program, you will be working in the MACC garage diagnosing malfunctions, disassembling units, and inspecting, repairing, and replacing parts in cars and trucks. Over two years, you will learn the ins and outs of: steering and suspension, electrical systems, brakes, engine performance, and engine repair. Automotive Services Technology includes classroom and laboratory experiences that incorporate automotive training in service and repair work. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors. This course is intended to prepare students to take two of the NATEF certifications per year. Students are required to have their own set of hand tools and suitable clothing.*

### ***Automotive Services Technology II***

*(CTE99A5546/CTE99B5546)*

*Second year is a continuation of Automotive Services Technology I. Second-year seniors who meet the requirements may participate in a non-paid internship.*

### ***Biomedical Sciences I***

*(CTE99A5219/CTE99B5219)*

*First-year students investigate a mysterious death and later discover the remains of some unknown skeletons. The adventure leads into various career fields as students conduct research and hands-on activities simulating the work professionals do every day in various occupations, such as Medical Examiner, Morgue Assistant, EMT, Toxicologist, Forensic DNA Analyst, Biochemist, Physician, Nurse, Lab Technician, and many, many other career fields. Students gain research and design presentation skills while perfecting hands-on lab experiment techniques. One project completed by students is the building of organs and tissues on a skeletal manikin. Accomplishments will also include learning about biology, engineering, anatomy, and physiology knowledge as you work through the process of solving the mystery.*

- *The only requirement is that a student has taken Biology and earned a grade of "C" or better. This class is open to any student who likes hands-on learning.*
- *Any student who wants a unique classroom experience where learning occurs based on real-life scenarios analyzed and solved through hands-on activities utilizing computer technology, research experiments, microscope labs, EKG equipment, Electrophoresis, Biofeedback, O<sub>2</sub>/CO<sub>2</sub> lung detection, audiology test equipment, and other technology devices. Just like in the real world, students will work in groups or with a partner to solve various medical or health related issues as they learn research, analysis, and test application skills.*
- *If you are looking for a class where you can experience a wide variety of career occupations in the fields of medicine, health care, forensic science, research, pharmacology, genetics, agriculture, animal science, then the biomedical class is a good option for you!*

### ***Biomedical Sciences II***

*(CTE99A5218/CTE99B5218)*

*Second-year students return to research an extended family with multiple health problems. Medical interventions include more in depth labs as students learn about their own DNA coding, create experiments to diagnose and treat skin cancer, design a prosthetic arm, and learn how medical drugs are created. These are just a few examples. While*

*in Biomedical Innovations semester, students create their own full scale research project. They finish the class with CPR certification, practice being a surgeon by practicing sutures and simulated laparoscopic skills, and finally complete an autopsy on a fetal pig to discover the cause of death.*

### **Construction Technology I**

*(CTE99A5580/CTE99B5580)*

*Imagine being a part of a program where their idea of a class project is to build a house from the ground up. That's exactly what you will be doing in the MACC's Construction Technology program, where you and other members of the team will lay the foundation, frame the walls and floors, work on the roof, install drywall, and finish and/or update the interior and exterior of a home. Throughout, you will learn all about safety procedures, blueprint reading, measurements and calculations, cost estimating, building codes, and hand- and power tools.*

### **Construction Technology II**

*(CTE99A5578/CTE99B5578)*

*Second year is a continuation of Construction Technology I.*

### **Cosmetology I**

*(CTE99A5802/CTE99B5802)*

*The cosmetology curriculum follows the state outlined course of classroom and practical experiences required to achieve the state mandatory 1500 clock hours of training required before an individual can qualify to take the State Board of Cosmetology Examination. You will learn and practice all of the Cosmetology State Standards through theory lessons and working on actual customers in Amber's Beauty Salon. Instruction includes training in giving shampoos, rinses, and scalp treatments; hair styling, setting, cutting, dyeing, tinting, bleaching, and fitting wigs; permanent waving; facials; manicuring; and, hand and arm massaging. Scientific knowledge related to bacteriology, anatomy, hygiene, and sanitation will be emphasized. Additional instruction in the areas of small business (salon) management, record keeping, and customer relations is also provided in this course. This course requires students to have excellent attendance as students are required to attend class 20 hours per week as required by the State Board of Cosmetology. Some evening and Saturday morning sessions will also be required in order to obtain the required number of skill performances for the Student Progress Book. Upon completion of this two-year program, students are eligible to take the State Board of Cosmetology examination, which will provide them with the required licensing to work as a Hair Stylist in Indiana.*

### **Cosmetology II**

*(CTE99A5806/CTE99B5806)*

*Second year is a continuation of Cosmetology I.*

### **Criminal Justice I**

*(CTE99A5822/CTE99B5822)*

*In this program, you will learn how public safety officers make arrests, assess crime scenes, and investigate criminal activity through a curriculum that includes many of the same standards covered by official law enforcement agencies. Students in the criminal justice program get first-hand experience and practice in law enforcement training, including fundamentals of the American criminal justice system, traffic stops using the MACC patrol car, physical tactics and offender apprehension, crash reconstruction and analysis, collecting physical evidence at crime scenes, criminal investigation procedures, writing police reports, testifying in court, crime prevention and public relations, and professional ethics and standards.*

### ***Criminal Justice II***

(CTE99A5578/CTE99B5578)

*Second year is a continuation of Criminal Justice I.*

### ***Dental Careers I***

(CTE99A5203/CTE99B5203)

*Come learn what the view is like from the other side of the dentist's chair! This course is designed to introduce students to the field of dentistry through classroom, lab instruction, and clinic experiences. In this program, you will practice taking oral x-rays and four-handed dental procedures in the MACC dental operatory on a regular basis, and you will learn dental terminology, infection control, oral anatomy, first aid and CPR, professional ethics, and charting procedures. Upon meeting the requirements, you will be placed in a six-week internship in a dentist's office. This is the program for any students interested in careers in the dental field. This program introduces students to standards and skills required to pass the Dental Association National Board (DANB) Certification test for Dental Assisting.*

### ***Dental Careers II***

(CTE99A5204/CTE99B5204)

*Second year is a continuation of Dental Careers I.*

### ***Early Childhood Education I***

(CTE99A5412/CTE99B5412)

*Sing songs, run on the playground, play dress up, and read Dr. Seuss in the MACC's Early Childhood Education program. This program prepares students for employment in early childhood education and related child care services, and provides a foundation for study in higher education that leads to early childhood education teaching, childcare facilities administration, or elementary education careers. Students in this program not only learn about educating young children, they will have internship opportunities to receive direct contact hours with preschool-aged children. Students will prepare lessons and lead activities for preschoolers while learning the fundamentals of the field, including child development, basic health and safety principles, lesson planning, management and operation of the child care centers, Indiana licensing and regulation requirements, and components of the Child Development Association (CDA) credential.*

### ***Early Childhood Education II***

(CTE99A5406/CTE99B5406)

*Second year is a continuation of Early Childhood Education I.*

### ***Electrical Technology I***

(CTE99A4830/CTE99B4830)

*In this program, you will learn about residential wiring, wired and wireless security systems, power supplies, amplifiers, fiber optics, digital circuits, signal processors, security system monitoring, installation and operation, and electronic equipment troubleshooting. Understanding and using the underlying scientific principles related to electricity, electronics, circuits, sine waves, and Ohm's Law are integral to this course.*

### ***Electrical Technology II***

(CTE99A4832/CTE99B4832)

*Second year is a continuation of Electrical Technology I.*

**Fire and Rescue I**

(CTE99A5820/CTE99B5820)

*You will wear bunker gear while practicing methods of entry, rescue principles and practices, and utilizing all types of fire equipment such as extinguishers, pumps, hoses, ropes, ladders, gas masks, and hydrants. You will learn to operate the MACC firetruck as a part of a firefighting team and have the opportunity to view fire trucks and equipment used by local fire departments. Through hands-on activities, you will learn how to perform CPR, use an Automated External Defibrillator, handle spinal and bone fracture immobilization techniques, provide oxygen, and other advanced first aid procedures as you practice on mannequins and other students with assistance from local EMT's. You will receive hazardous material training including learning about chemical and radiation hazards and methods designed to ensure community safety and effective methods of containment and clean-up. If you want to explore a career as a Firefighter, EMT, or hazardous materials expert, this is the course for you.*

**Fire and Rescue II**

(CTE99A5826/CTE99B5826)

*Second year is a continuation of Fire and Rescue I.*

**Health Sciences I**

(CTE99A5282/CTE99B5282)

*Are you the kind of person who enjoys taking care of others, helping them feel better and achieve optimal health? In the MACC's nursing program, you will practice taking vital signs, implementing patient care practices, and using medical terminology as you prepare for your clinical practicum. Upon meeting eligibility requirements, you will complete a 75-hour clinical internship in a long-term care facility. A major focus of this course is preparing you for the Indiana Certified Nursing Assistant (CNA) certification at the end of the school year. You will also learn about health careers, CPR and first aid, anatomy and physiology, healthcare practices, and medical terminology.*

**Health Sciences II**

(CTE99A5284/CTE99B5284)

*The Health/Dental Careers Internship program is designed to provide students with the knowledge, attitudes and skills needed to prepare for a career in the healthcare or dental field. Students will study basic principles of anatomy/physiology and can earn dual credits in medical terminology and health and wellness. The students will participate in an extended clinical site experience designed to provide students with the opportunity to assume the role of either a dental or healthcare provider and to utilize technical skills learned in the classroom. Students also have the opportunity to explore a number of health/dental related disciplines as they prepare for post-secondary education or employment.*

**Interactive Media Technology I**

(CTE99A5232/CTE99B5232)

*The Interactive Media pathway will prepare students for creating, designing, and producing interactive media products and services. The focus of the course is on learning design techniques, layout, and using various software programs for creating digitally-generated or computer-enhanced media. Students will learn the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Through hands-on experiences students will learn to use various software programs for creating digitally-generated or computer-enhanced media. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the "virtual workplace".*

**Interactive Media Technology II**



*(CTE99A5232/CTE99B5232)*

*Second year is a continuation of Interactive Media Technology I.*

***Welding Technology I***

*(CTE99A5776/CTE99B5776)*

*You will be operating various types of welding and machining equipment. In the welding lab, you will practice forming, shearing, arc welding, mig, tig, oxyacetylene, fusion, brazing, and arc air cutting and resistance welding. Through hands-on activities, you will learn about the properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawings.*

***Welding Technology II***

*(CTE99A5778/CTE99B5778)*

*Second year is a continuation of Welding I.*

## ***D26 AHS Career Center Course Descriptions***

### ***Advanced Manufacturing I***

*(CTE99A5608/CTE99B5608)*

*Advanced Manufacturing I is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Industrial Technology and Software Controls covers wiring and schematic diagrams used to design, install, and repair electrical/electronic equipment such as wireless communication devices, and programmable controllers. Course content will include basic theories of electricity, electronics, digital technology, and basic circuit analysis. Activities include experiences in: soldering; use of an oscilloscope, meters, signal generators and tracers; bread boarding; circuit simulation software; and troubleshooting. Understanding and using the underlying scientific principles related to electricity, electronics, circuits, sine waves, and Ohm's Law are integral to this course. Manufacturing Trends covers basic concepts in manufacturing operations and plant floor layout in the production environment. Applications of Computer Numerical Control (CNC), and lathe and turning operations are developed as a foundation for machining operations. Coordinate system concepts are introduced as relevant to machining processes, as well as fluid and mechanical power, welding, and lean manufacturing. Fluid power concepts will include hydraulic components and circuits, laws and principles, fluid power controllers, and the construction of systems. In the mechanical power portion of the course, students will learn about machine specifications, basic forces, friction, simple machines, motors, and motor controls. Students will also be introduced to lean manufacturing where they will study concepts including: lean goals, product quality, eliminating waste, cost effectiveness, lean concepts, resource planning, continuous improvement, and the various advantages of lean manufacturing. This course includes MSSC concepts required to earn MSSC certification.*

### ***Advanced Manufacturing II***

*(CTE99A5606/CTE99B5606)*

*Advanced Manufacturing II introduces basic blueprint reading, Computer Numerical Control (CNC) operation and the skills commonly used in the manufacturing industry. Areas of study will include: interpretation of drawing dimensions and notes to ANSI standards for machining including Geometric Dimensioning and Tolerancing (GDT), welding, fabrication applications and inspection techniques. Students will be able to use Computer Aided Design software (CAD) to create 3D models and working drawings. Skills in the setup and operation of a CNC mill and lathe will also be acquired using multiple machine tool controllers. Other more general topics will include coordinate systems, dimensioning, line precedence, multi-view drawings, safe dress, tool paths, speed and feed calculations, and tool selection. The course also introduces robotics, automation, and Computer Integrated Manufacturing Technology (CIMT). Common types of factory automation will be identified. The course will focus on three main types of manufacturing automation including: Programmable Logic Controllers (PLC), Computer Numerically Controlled Machines (CNC), and Robotics. Topics cover robotic principles including basic theory, robot safety, robotic classifications, applications, socio-economic impact, work cell design, robot programming (Pendant and Software Language), and sensor and actuator interfacing. Students will be required to design, program and troubleshoot computer controlled machine logic and production processes in a project oriented learning environment.*

### ***Automotive Collision Repair Technology I***

*(CTE99A5514/CTE99B5514)*

*Automotive Collision Repair Technology I includes classroom and laboratory experiences in all phases of the body repair process. Students will examine the characteristics of body metals including the installation of moldings,*

ornaments, and fasteners with an emphasis on sheet metal analysis and safety. Course coverage also includes instruction in personal and environmental safety practices as related to OSHA and other agencies that affect individuals working in the ground transportation technology areas. Additional instruction is given in the course on measurement principles and automotive fasteners. Instruction should also emphasize computerized frame diagnosis, computerized color-mixing, and computerized estimation of repair costs.

### ***Automotive Collision Repair Technology II***

(CTE99A5544/CTE99B5544)

*Automotive Collision Repair Technology II introduces concepts in auto paint considerations with an emphasis on the handling of materials and equipment in modern automotive technologies. Instruction should build on concepts learned in Automotive Collision Repair Technology I such as computerized frame diagnosis, computerized color-mixing, and computerized estimating of repair costs. Additional academic skills taught in this course include precision measurement and mathematical calibrations as well as scientific principles related to adhesive compounds, color-mixing, abrasive materials, metallurgy, and composite materials.*

### ***Automotive Services Technology I***

(CTE99A5510/CTE99B5510)

*Automotive Services Technology is based on classroom and laboratory experiences that incorporate training in service and repair work on all types of late model cars and light trucks. Training includes the use of service/repair information such as ALLDATA and Mitchell's on Demand's professional level online service information. This is combined with a variety of hand and power tools along with automotive computer Scan Tools. Instruction and practice provides opportunities for students to diagnose malfunctions, disassemble units, perform parts inspections, and repair and replace parts. Topics of study include: Brakes, Electrical Systems, Engine Performance, Engine Repair, Manual Drive Train, Suspension and Steering, Automatic Transmission, Heating and Air Conditioning. Students completing **both** the Auto Services Tech I & II may obtain ASE Student Certifications in Engine Repair and Electrical/Electronic Systems.*

### ***Automotive Services Technology II***

(CTE99A5546/CTE99B5546)

*Automotive Services Technology is based on classroom and laboratory experiences that incorporate training in service and repair work on all types of late model cars and light trucks. Training includes the use of service/repair information such as ALLDATA and Mitchell's on Demand's professional level online service information. This is combined with a variety of hand and power tools along with automotive computer Scan Tools. Instruction and practice provides opportunities for students to diagnose malfunctions, disassemble units, perform parts inspections, and repair and replace parts. Topics of study include: Brakes, Electrical Systems, Engine Performance, Engine Repair, Manual Drive Train, Suspension and Steering, Automatic Transmission, Heating and Air Conditioning. Students completing **both** the Auto Services Tech I & II may obtain ASE Student Certifications in Engine Repair and Electrical/Electronic Systems.*

### ***Construction Trades I***

(CTE99A5580/CTE99B5580)

*Construction Trades I includes classroom and laboratory experiences covering the formation, installation, maintenance, and repair of buildings, homes, and other structures. This course also covers the use of working drawings and applications from the print to the work. Students will explore the relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching. Elementary aspects of residential design and site work will also be covered. Areas of emphasis will include print reading and drawing, room*

*schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop the skills needed for layout and construction processes of floor and wall systems from blueprints and professional planning documents. Instruction will be given in the following areas, administrative requirements, definitions, building planning, foundations, wall coverings, roof and ceiling construction, and roof assemblies. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration's Safety & Health Standards for the construction industry.*

### ***Construction Trades II***

*(CTE99A5578/CTE99B5578)*

*Construction Trades II builds on the topics covered in Construction Trades I and includes: formation, installation, maintenance, and repair of buildings, homes, and other structures including recent trends in the residential construction industry. Information is presented concerning materials, occupations, and professional organizations within the industry. Students will develop basic knowledge, skills, and awareness of interior trim. This course provides training in installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop skills in the finishing of building exteriors. They will also explore skills in the installation of cornices, windows, doors and various types of sidings used in today's marketplace. Additionally, the course covers design and construction of roof systems and using framing squares for traditional rafter and truss roofing.*

### ***Criminal Justice I***

*(CTE99A5822/CTE99B5822)*

*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 (courts, corrections, law enforcement) 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.*

### ***Criminal Justice II***

*(CTE99A5824/CTE99B5824)*

*Criminal Justice II introduces students to concepts and practices in controlling traffic 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 and search for witnesses, 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 activity and chain of custody procedures will also be reviewed.*

### ***Culinary Arts and Hospitality Management I***

*(CTE99A5440/CTE99B5440)*

*Culinary Arts and Hospitality Management prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; food preparation techniques and applications; principles of purchasing, storage, preparation, and*

*service of food and food products; application of sanitation and safety principles to maintain safe and healthy food service and hospitality environments; use and maintenance of related tools and equipment; and application of management principles. Intensive, teacher monitored standards-based laboratory experiences with commercial applications are required and may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged.*

### ***Advanced Culinary Arts and Hospitality Management***

*(CTE99A5346/CTE99B5346)*

*Advanced Culinary Arts prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and baking and pastry arts. Major topics for this advanced course include: basic baking theory and skills, introduction to breads, introduction to pastry arts, nutrition, nutrition accommodations and adaptations, cost control and purchasing, and current marketing and trends. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition, aesthetic, and sanitary selection; purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; baking and pastry arts skills; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; and related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. Advanced Culinary Arts builds upon skills and techniques learned in Culinary Arts and Hospitality Management, which must be successfully completed before enrolling in this advanced course. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students' laboratory and work-based experiences.*

### ***Dental Careers I***

*(CTE99A5203/CTE99B5203)*

*Dental Careers I prepares the student for an entry-level dental assisting position. Emphasis is placed on the clinical environment, chair-side assisting, equipment/instrument identification, tray set-ups, sterilization, and characteristics of microorganisms and disease control. In addition, oral, head and neck anatomy, basic embryology, histology, tooth morphology, charting dental surfaces, and illness are all introduced. Simulated in-school laboratories and/or extended laboratory experiences are also included to provide opportunities for students to further develop clinical skills and the appropriate ethical behavior. Leadership skills are developed and community service provided through Health Occupations Students of America. Students have the opportunity to compete in a number of competitive events at both the state and national level.*

### ***Dental Careers II***

*(CTE99A5204/CTE99B5204)*

*Second year is a continuation of Dental Careers I.*

### ***Early Childhood Education I***

*(CTE99A5412/CTE99B5412)*

*Early Childhood Education I generally prepares students for occupations in child care to be integrated with related knowledge and skills pertinent to child growth and development, parent-child relationships, learning experiences for children, nutrition, problems associated with child abuse and neglect, aspects and policies of child care services, and relationship skills for interacting with clientele. Laboratory classroom and job shadowing allow hands-on experience with preschool children.*

### **Early Childhood Education II**

(CTE99A5406/CTE99B5406)

*Second year is a continuation of Early Childhood Education I.*

### **Education Professions I**

(CTE99A5408/CTE99B5408)

*This course offers the students a chance to experience teaching students at the kindergarten, elementary, and middle school levels under the direct supervision of a licensed classroom instructor. Teacher interns aid the classroom instructor in lesson planning, curriculum, grading, and directing classroom activities. Educational topics are researched, and term papers are required.*

### **Education Professions II**

(CTE99A5346/CTE99B5346)

*Second year is a continuation of Education Professions I.*

### **Emergency Medical Services (EMS)**

(CTE99A5201/CTE99B5201)

*This course offers students an additional two industry certifications by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum. **Students who wish to be certified as an EMT MUST be 18 years of age by the end of the course to take the state certification exam.** Because students must be 18 to take the state EMT certification test, this course is only open to seniors.*

### **Fire and Rescue I**

(CTE99A5820/CTE99B5820)

*Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory (not offered in AHS program); (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, (5) Hazardous Materials Operations.*

### **Health Sciences I**

(CTE99A5282/CTE99B5282)

*Students will learn the fundamentals of healthcare and explore numerous careers in the health career cluster. Job shadowing and field trips to several health facilities give students the opportunity to see health care professionals on the job. The curriculum includes an introduction to medical language and anatomy/ physiology, basic skills, the prevention and treatment of disease, relating standard health practices to personal and public health, professional behavior, and formulating a personal plan for achieving a healthcare career. Throughout this two-semester course, students participate in community service and develop leadership skills through membership in Health Occupations Students of America.*

### **Health Sciences II: CNA**

(CTE99A5284/CTE99B5284)

*Students in this two-semester course participate in a more individualized plan of study; therefore, it best suits students with a predetermined career goal. The curriculum includes CPR and 1<sup>st</sup> Aid certification, projects relating to individual career interests, participation in community service and development of leadership skills through*

membership in Health Occupations Students of America, life skills needed to manage one's personal life, job seeking skills, and completion of a personal portfolio. Students have the opportunity to obtain certification as a Certified Nursing Assistant (CNA).

### **Human & Social Services I**

*Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. The course includes a required job shadowing project in a Human Services setting (a suggested four-hour minimum to meet Ivy Tech requirements). This course will also encourage cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.*

### **Human & Social Services II**

*This course provides opportunities to increase effectiveness in helping people. Examines the helping process in terms of skills, helping stages, and issues involved in a helping relationship. This course also introduces and develops basic interviewing skills. Includes assessment strategies and treatment planning. This course provides basic information about the problems of alcohol and other drug abuse. Explores symptoms and effects of abuse and dependence on individuals, families, and society. Additionally, this course studies group dynamics, issues and behavior. Includes group functioning and leadership, guidelines on working effectively with a coleader, and practical ways of evaluating the group processes. It provides an overview of legal and ethical aspects in the field of human services with implications for the human service worker. Includes topics such as confidentiality, rights of clients, client records, equal protection for staff and clients, and discrimination. The Human Service Ethical Code and related codes are covered with an overview of ethical dimensions of practice.*

### **Veterinary Careers I**

(CTE99A5211/CTE99B5211)

*Veterinary Careers I is a lab intensive course that introduces students to animal care and veterinary medicine. Through classroom and field experiences, students will attain the necessary skills to demonstrate standard protocols that are used in veterinary careers. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus.*

### **Veterinary Careers II**

(CTE99A5212/CTE99B5212)

*Veterinary Careers II is an extended laboratory experience designed to provide students with the opportunity to assume the role of a veterinary assistant, and practice technical skills previously learned in the classroom; all while working at the student's choice of clinical site and under the direction of licensed veterinarians. These sites may include animal clinics, hospitals or research laboratories. Throughout this course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in veterinary clinics, hospitals and other related locations. Additionally, students will learn essential job related skills that include; monitoring and caring for animals before and after surgery; maintaining and sterilizing surgical instruments; cleaning and disinfecting kennels and operating rooms; providing emergency first aid to animals; giving medication to animals; appropriate techniques for collecting specimens and performing routine lab tests; and feeding and bathing animals. This course also provides students with*

*the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus.*

### ***Welding Technology I***

*(CTE99A5776/CTE99B5776)*

*Welding Technology I includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals seeking careers in welding, technician, sales, design, research or engineering. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success. Students completing this program have the opportunity to earn **12 college credits**.*

### ***Welding Technology II***

*(CTE99A5578/CTE99B5578)*

*Welding Technology II includes classroom and laboratory experiences that develop a variety of skills in Gas Metal ARC welding, Gas Tungsten ARC welding, Plasma Cutting. This course is designed for individuals who intend to pursue careers as Welders, Technicians, Sales Reps, Designers, Researchers or Engineers. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.*