

Lakeland High School Course Guide

2023 - 2024



Lakeland School Corporation will educate and prepare ALL students for career and life success.

ADMINISTRATION

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Business Manager – Jamesi Lemon
Director of Technology – Wes Litzau
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Lakeland School Corporation has a policy of providing equal opportunity. All courses are open to all students regardless of race, color, gender, disabilities, or national origin including limited English proficiency.

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CAREER PATHWAYS AND NEXT LEVEL PROGRAMS OF STUDY

Students at Lakeland have been fortunate to have the opportunity to take coursework relevant to seven career pathway clusters (outlined below with the acronym BEACHES).

Communicating career and educational goals to counselors, teachers, and parents can aid students in choosing relevant coursework and learning experiences designed to meet their individual goals. This book is designed to help all students find their pathway and explore classes related to their interests throughout their high school career. Throughout the book, take note of potential dual credit courses open to our students as you will find some in every pathway.

B	Business
E	Engineering
A	Agriculture
C	Construction
H	Health
E	Education
S	Service



Plus Civic Arts (Band, Choir, & Art)

Completing a Next Level Program of Study (NLPS) counts for a graduation requirement for the state of Indiana. Our NLPS options are listed in the table below. It is a great way to explore potential career fields.

Next Level Programs of Study we offer on campus for all students:

Pathway	Course 1	Course 2	Course 3
Business	Principles of Business Mgmt ---- Principles of Business Mgmt ---- Principles of Business Mgmt ---- Principles of Entrepreneurship	Accounting Fundamentals ---- Marketing Fundamentals ---- Accounting Fundamentals ---- New Venture Development	Finance and Investment ---- Digital Marketing ---- Advanced Accounting ---- Small Business Operations
Engineering (PLTW)	Introduction to Engineering Design	Principles of Engineering	Digital Electronics
Agriculture	Principles of Agriculture ---- Principles of Agriculture	Animal Science or Plant & Soil Science ---- Horticultural Science	Advanced Life Science: Animals or Food Science ---- Landscape and Turf Management
Construction	Principles of Construction Trades	Construction Trades: General Carpentry	Construction Trades: Framing and Finishing
Health (PLTW)	Principles of Biomedical Science	Human Body Systems	Medical Interventions
Education	Principles of Teaching	Child and Adolescent Development	Teaching and Learning
Services	Principles of Human Services	Understanding Diversity	Relationships and Emotions

Band	Principles of Business Mgmt			
Choir				
Visual Art				

**START YOUR PLANNING HERE! High School Planning
Guide (based on Leading EDGE Core 40 with Honors)**

9	English 9A	Math	Biology
Diploma Track:	English 9B	Math	Biology
	Elective	PE I	Intro to Communications
	Intro course	Elective or Pathway course	Elective or Pathway course
	World Language	World Language	
10	English 10 A	Math	Chemistry or Integrated Chemistry/ Physics
Career Path:	English 10 B	Math	Chemistry or Integrated Chemistry/ Physics
	World History A	Health	<i>World Language</i>
	World History B	<i>World Language</i>	PE II
	Pathway course	Pathway course	
11	English	Math	Science
Career Path:	English	Math	Science
	US History/ Government	<i>World Language</i>	<i>World Language</i>
	US History/ Government	<i>Fine Arts</i>	Elective

	Elective	Elective	Elective
12	English	Math	Elective
Career Path:	English	Math	Elective
	Economics	<i>World Language</i>	<i>Senior Project</i>
	<i>Community Service Learning</i>	<i>World Language</i>	<i>Internship</i>
	<i>Fine Arts</i>	Elective	Elective
	Elective	Elective	Elective

11th grade integrated course – required

UNITED STATES HISTORY/UNITED STATES GOVERNMENT



United States History (2 Social Studies Credits)

United States History builds upon concepts developed in previous studies of U.S. History.

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

United States Government (1 Social Studies Credit)

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 will understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students will examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. 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.

12th grade required course for LEADING EDGE Diploma

Senior Project (1 or 2 credits)



The Senior Project is a student-selected exploration of a topic that results in a research paper, project or product, and a public presentation. The final presentation is a culmination of academic work and written communication, oral communication, critical thinking, collaboration, and work ethic skills that the student has developed over his or her high school career.

Students have the option to enroll in a scheduled class to help them organize their project for an additional credit.

Also see

ENGINEERING DESIGN AND DEVELOPMENT (EDD)

BIOMEDICAL INNOVATIONS (BI)

Ag Science & Business Courses:

PRINCIPLES OF AGRICULTURE

Grade: 9, 10, 11, or 12

Class length: 2 semesters; 1 period each

Counts as a directed elective or elective credits for all diplomas

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

INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES

Grade: 9, 10, 11, or 12

Class length: 1 semester; 1 period each

Introduction to Agriculture, Food and Natural Resources is a two-semester course that is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, food and natural resources.

ADVANCED LIFE SCIENCE, FOODS

Grade: 11 or 12

Prerequisite: Biology and Chemistry

Class length: 2 semesters; 1 period each

Advanced Life Science, Foods, is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out food based laboratory and field investigations as an essential course component. Students understand how biology, chemistry, and physics principles apply to the composition of foods, food nutrition and development, food processing, and storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry in the context of highly advanced agricultural applications of food.

ADVANCED LIFE SCIENCE, ANIMALS

Grade: 11 and 12

Class length: 2 semesters; 1 period each

Prerequisite: Biology and Chemistry

Advanced Life Science, Animals, is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out animal-based laboratory and field investigations as an essential course component. Students investigate key concepts that enable them to understand animal growth, development and physiology as it pertains to agricultural science. This course stresses the unifying themes of both biology and chemistry as students work with concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology and chemistry in highly advanced agricultural applications of animal development.

AGRIBUSINESS MANAGEMENT --- Dual Credit

Qualifies for Ivy Tech AGRI 102 Agricultural Business & Farm Management (3 credits)

Grade 11 or 12

Prerequisite: Introduction to Agriculture, Food, and Natural Resources

Class length: 2 semesters; 1 period each

Agribusiness Management is a 2 semester course that presents the concepts necessary for managing an agriculture-related business from a local and global perspective. Concepts covered in the course include: exploring careers in agribusiness, global visioning, applying E-commerce, risk management, understanding business management and structures, entrepreneurship, the planning, organizing, financing, and operation of an agribusiness, economic principles, credit, computerized record keeping, budgeting, fundamentals of cash flow, federal, state, property and sales tax, insurance, cooperatives, purchasing, the utilization of information technology in agribusiness, marketing agricultural products, developing a marketing plan, advertising and selling products and services, understanding consumers and buying trends, agricultural law applications and employability skills.

AGRICULTURE POWER, STRUCTURE, AND TECHNOLOGY -- Dual Credit

Qualifies for Ivy Tech AGRI 106 Agriculture Mechanization (3 credits)

Grade: 10, 11, or 12

Prerequisite: Introduction to Agriculture, Food, and Natural Resources

Class length: 2 semesters; 1 period each

Agriculture Power, Structure and Technology is a two semester, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agriculture power, structure and technology.

ANIMAL SCIENCE-- Dual Credit

Qualifies for Ivy Tech AGRI 103 Animal Science (3 credits)

Grade: 10, 11, or 12

Class length: 2 semesters; 1 period each

This course is a 2 credit program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, aquaculture, careers in animal science, common diseases and parasites, social and political issues related to the industry, and management practices for the care and maintenance of animals.

FOOD SCIENCE-- Dual Credit

Qualifies for Ivy Tech AGRI 104 Food Source (3 credits)

Grade: 10, 11, or 12

Class length: 2 semesters; 1 period each

A 2 credit program that provides students with an overview of food science and its importance. Introduction to the principles of food processing, food chemistry, nutrition, food packaging, food commodities, food regulations, and careers in the food science industry help students understand the role that food science plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized along with laboratory, team building, and problem solving activities to enhance student learning.

HORTICULTURAL SCIENCE-- Dual Credit

Qualifies for Ivy Tech AGRI 116 Survey of Horticulture (3 credits)

Grade: 10, 11, or 12

Class length: 2 semesters; 1 period each

Horticultural Science is a 2 semester course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, hydroponics, floriculture and floral design, management practices for field and greenhouse production, interior plant-scapes, marketing concepts, production of herbaceous, woody, and nursery stock, fruit, nut, and vegetable production, integrated pest management and employability skills. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

LANDSCAPE AND TURF MANAGEMENT -- Dual Credit

Qualifies for Ivy Tech AGRI 164 Landscape Design I (3 credits)

Grade: 10, 11, or 12

Class length: 2 semesters; 1 period each

Landscape Management is a two semester course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures of landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscape operations and the care and use of equipment utilized by landscapers. Students will also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

PLANT AND SOIL SCIENCE -- Dual Credit

Qualifies for Ivy Tech AGRI 105 Plant and Soil Science (3 credits)

Grade: 10, 11, or 12

Class length: 2 semesters; 1 period each

*May be used as Science credit for General Diploma.

Plant and Soil Science is a 2 credit course that provides students with opportunities to participate in a variety of activities including laboratory work. Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, environmental factors affecting plant growth, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, calculation of fertilizer application rates and procedures for application, soil tillage and conservation, irrigation and drainage, land measurement, cropping systems, precision agriculture, principles and benefits of global positioning systems, harvesting, and career opportunities in the field of plant and soil science.

NATURAL RESOURCES – Dual Credit

Qualifies for Ivy Tech AGRI 115 Natural Resource Management (3 credits)

Grade: 10, 11, or 12

Class length: 2 semesters; 1 period each

Natural Resources provides students with a foundation in natural resources. Hands-on learning activities in addition to leadership development, supervised agricultural experience and career exploration encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife and safety.

SUPERVISED AGRICULTURAL EXPERIENCE

Independent Study

Grade: 9, 10, 11, or 12

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

FFA (co-curricular activity) *The FFA is the career and technical education student organization that is an integral part of the instruction and operation of a total agricultural education program. As an intra-curricular organization and essential component of the total program, the local agricultural education teacher(s) serve as the FFA chapter advisors. The many activities of the FFA parallel the methodology of the instructional program and are directly related to the occupational goals and objectives. As an integral part of the instructional program, district and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired through the agricultural science and agricultural business total program. Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts, and state by participating in national FFA activities. Instructional activities of the FFA require participation of the agricultural science and agriculture business education students as an integral part of an agricultural education course of instruction and, therefore, may be considered an appropriate use and amount of the allotted instructional time.*

ADVANCED LIFE SCIENCE: PLANTS AND SOILS

Grade: 11 or 12

Class length: 2 semesters; 1 period each

Prerequisite: Introduction to Agriculture, Food, and Natural Resources

Advanced Life Science: Plants and Soils is a two semester course that provides students with opportunities to participate in a variety of activities which includes laboratory work. Students study concepts, principles and theories associated with plants and soils. Students recognize how plants are classified, grown, function and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratory and fieldwork, how plants function and the influence of soil in plant life.

ENVIRONMENTAL STUDIES

Grade: 9, 10, 11 or 12

Class length: 2 semesters; 1 period each

Environmental Studies provides students opportunities to utilize several disciplines in examining ecosystems from a variety of human viewpoints. This course fosters an awareness of aesthetics in urban and rural areas and the ecological, economic, social and political interdependence of environmental factors. It introduces students to the knowledge, attitudes, commitments, and skills needed to make decisions and to choose personal actions that will contribute to intelligent resource management. This course also provides students with the skills needed to investigate the ecological effects regarding the uses of: (1) energy, (2) water, (3) air, (4) soils, (5) minerals, (6) wildlife, and (7) other natural resources. Field trips and community investigations provide examples of practical applications of resource management. Topics include: (1) identifying and monitoring the disposal of hazardous wastes, (2) acid rain, (3) land-use practices ranging from wilderness areas to areas under multiple use management, (4) water and solid waste treatment, (5) transportation systems, (6) human population demands on the land, and (7) the impact of these factors on the quality of life and the culture of the area.

SUSTAINABLE ENERGY ALTERNATIVES

Grade: 11 or 12

Class length: 2 semesters; 1 period each

Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources or Natural Resources

Fulfills a science course requirement for all diplomas

Counts as a Directed Elective or Elective for all diplomas

Sustainable Energy Alternatives broadens a student's understanding of environmentally friendly energies. In this course students will use a combination of classroom, laboratory, and field experiences to analyze, critique, and design alternative energy systems. Class content and activities center on renewability and sustainability for our planet. Topics covered in this course include the following types of alternative energies: solar, wind, geothermal, biomass and emerging technologies. Leadership development, supervised agricultural experience, and career exploration opportunities in the field. Sustainable energy is also included.

Business and Technology Courses:

Are excellent course options for students interested in any Career Pathway, but especially those found in Business Marketing and Management Cluster.

PRINCIPLES OF BUSINESS MANAGEMENT

Grade: 9, 10, 11

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

Counts as a directed elective or elective for all diplomas

Principles of Business Management examines business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. Attention will be given to developing business communication, problem-solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software.

MARKETING FUNDAMENTALS

Grade: 11 and 12

Class length: 2 semesters; 1 period each

Marketing Fundamentals provides a basic introduction to the scope and importance of marketing in the global economy. Course topics include the seven functions of marketing: promotion, channel management, pricing, product/service management, market planning, marketing information management, and professional selling skills. Emphasis is marketing content but will involve use of oral and written communications, mathematical applications, problem-solving, and critical thinking skills through the development of an integrated marketing plan and other projects.

PERSONAL FINANCE AND BANKING

Grade(s): 10, 11, 12

Required Prerequisites: Principles of Business Management

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

Counts as a Directed Elective or Elective for all diplomas

Personal Finance and Banking emphasizes management of individual financial resources for growth and maintenance of personal wealth. Covers home buying and mortgage financing, installment financing, life and health insurance, securities, commodities and other investment opportunities. Students will gain an overview of the banking industry and the financial services provided by banks for individuals and businesses.

FINANCE AND INVESTMENT

Grade(s): 11, 12

Required Prerequisites: Principles of Business Management*; Personal Finance and Banking or Accounting Fundamentals

**Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
Counts as a directed elective or elective for all diplomas**

Finance and Investments addresses the need of schools in areas that have workforce demand in the finance industry. It analyzes and synthesizes high-level skills needed for a multitude of career in the banking and investment industry. Students learn banking, investments, and other finance fundamentals and applications related to financial institutions, business and personal financial services, investment and securities, risk management products, and corporate finance.

ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE

Grade: 12

Prerequisite: Principles of Marketing or Introduction to Business

Class length: 2 semester course; 1 period each

Entrepreneurship and New Ventures introduces entrepreneurship, and develop skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software.

- *Recommended: concurrency with Senior Project*

SPORTS AND ENTERTAINMENT MARKETING

Grade: 11, 12

Class Length: 1 to 2 semester course, 1 credit per semester, 2 credit maximum

Required Prerequisites: Principles of Marketing

Counts as a Directed Elective or Elective for all diplomas

Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.

PREPARING FOR COLLEGE AND CAREERS

Grade: 8, 9, 10, 11, or 12

Class length: 1 semester; 1 period

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.

PERSONAL FINANCIAL RESPONSIBILITY

Grade: 9, 10, 11, or 12

Class length: 1 semester; 1 period

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.

BUSINESS LAW AND ETHICS

Grade: 11 and 12

Class length: 1 semester; 1 period

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

INTRODUCTION TO COMPUTER SCIENCE

Grade: 9,10

Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum

Counts as a Directed Elective or Elective for all diplomas

Introduction to Computer Science allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

COMPUTER SCIENCE I

Grade Level: 10, 11, 12

Required Prerequisites: Introduction to Computer Science or teacher confirmation of student demonstration of mastery of the Intro to Computer Science standards

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

Counts as a Directed Elective or Elective for all diplomas

Qualifies as a quantitative reasoning course

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.

COMPUTER SCIENCE II

Grade Level: 11, 12

Required Prerequisites: Computer Science I

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

Counts as a Directed Elective or Elective for all diplomas

Qualifies as a quantitative reasoning course

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

COMPUTER SCIENCE III: CYBERSECURITY

Grade Level: 11, 12

Required Prerequisites: Computer Science I

Recommended Prerequisites: Computer Science II

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

Counts as a Directed Elective or Elective for all diplomas

Qualifies as a quantitative reasoning course

Computer Science III: Cybersecurity introduces the secure software development process including designing secure applications, writing secure code designed to withstand various 69 Indiana Department of Education High School Course Titles and Descriptions types of attacks, and security testing and auditing. It focuses on the security issues a developer faces, common security vulnerabilities and flaws, and security threats. The course explains security principles, strategies, coding techniques, and tools that can help make software fault tolerant and resistant to attacks. Students will write and analyze code that demonstrates specific security development techniques. Students will also learn about cryptography as an indispensable resource for implementing security in real-world applications. Students will learn the foundations of cryptography using simple mathematical probability. Information theory, computational complexity, number theory, and algebraic approaches will be covered. Schools may use the PLTW curriculum to meet the standards for this course. Schools using the curriculum and are part of the Project Lead the Way network must follow all training and data collection requirements.

ACCOUNTING FUNDAMENTALS

Grade: 11 or 12

Class length: 2 semesters; 1 period each

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.

ADVANCED ACCOUNTING

Grade: 11 or 12

Class length: 2 semesters; 1 period each

Prerequisite: Accounting Fundamentals

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

DIGITAL MARKETING

Grade: 10, 11, 12

Required Prerequisites: Principles of Business Management, Marketing Fundamentals

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

Counts as a directed elective or elective for all diplomas

Digital Marketing provides an introduction to the world of e-commerce and digital marketing media. The course covers how to integrate digital media and e-commerce into organizational and marketing strategy. Students will explore e-commerce applications and the most popular digital marketing tactics and tools. Emphasizes familiarity with executing digital media, understanding the marketing objectives that digital media can help organizations achieve, and establishing and enhancing an organization's digital marketing presence.

Engineering and Technology Courses:

Are excellent course options for students interested in careers found in Engineer related career clusters.

PROJECT LEAD THE WAY (PLTW) ENGINEERING

INTRODUCTION TO ENGINEERING DESIGN (IED)

Qualifies for Ivy Tech DESN101 Technical Graphics (3 credits)

Grade: 10, 11, or 12

Prerequisite: Completion of Algebra I

Class length: 2 semesters; 1 period each

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

ENGINEERING ESSENTIALS

Grade: 9

Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum

Counts as a directed elective or elective for all diplomas

Engineering Essentials is designed as a first-exposure experience to inspire students of all backgrounds to explore the breadth of engineering-related career opportunities. Throughout the course, students explore global engineering challenges and sustainability goals, the impact of engineering, and the variety of career paths available to them. Students will understand the various disciplines within the engineering field, approach and solve problems in different ways, use a variety of industry tools, and build an engineering mindset. NOTE: This course aligns with the PLTW Engineering Essentials curriculum. Use of the PLTW curriculum may require additional training and membership in the PLTW network.

PRINCIPLES OF ENGINEERING (POE)

Qualifies for Ivy Tech DESN104 Mechanical Graphics (3 credits)

Grade: 10, 11, or 12

Prerequisite: completion of **PLTW Introduction to Engineering Design**

Class length: 2 semesters; 1 period each

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in postsecondary education programs and engineering careers.

They will also learn how engineers address concerns about the social and political consequences of technological change.

CIVIL ENGINEERING AND ARCHITECTURE (CEA)

Qualifies for Ivy Tech DESN105 Architectural Design (3 credits)

Grade: 11 or 12 Credit

Prerequisites: Completion of IED and POE

Class length: 2 semesters; 1 period each

This course should introduce students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resources, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.

COMPUTER INTEGRATED MANUFACTURING (CIM)

Qualifies for Ivy Tech ADMF 116 Intro to Robotics (3 credits)

Grade: 10, 11, or 12 Credit Prerequisite: Completion of IED

Class length: 2 semesters; 1 period each

Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes.

DIGITAL ELECTRONICS (DE)

Exploring the possibility of offering for Dual Credit

Grade Level: 11, 12 Prerequisites: Completion of IED and POE

Class length: 2 semesters; 1 period each

Digital Electronics is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry software will be used to develop and evaluate the product design. This course engages students in critical thinking and problem-solving skills, time management and teamwork skills.

ENGINEERING DESIGN AND DEVELOPMENT (EDD)

Grade: 11 or 12 Class length: 2 semesters; 1 period each (can count for Senior Project requirement)

Prerequisites: 3 PLTW Engineering Courses

Engineering Design and Development is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous pre-engineering courses.

ROBOTICS DESIGN AND INNOVATION

Grade: 9,10,11,12

Class length: 1 semester; 1 period each

Robotics Design and Innovation allows students to design, program, and test innovative technological designs related to robotic systems. Topics involve mechanics, pneumatics, control technologies, computer fundamentals, and programmable control technologies. Students design, build, and optimize robots to perform a variety of predesignated tasks. Individuals or small teams may choose to participate in organized robotic competitions or develop their own events during the course. Through this course, students will investigate exciting career and collegiate programs of study. Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum Counts as a Directed Elective or Elective for all diplomas

ENGLISH

INTRODUCTION TO COMMUNICATIONS

Recommended Grade: 10

Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum

Counts as a Directed Elective or Elective for all diplomas

Introduction to Communications is a course designed to provide a foundational knowledge of identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Students will use the design process to solve design projects in each communication area.

ENGLISH 9

Grade: 9 Class length: 2 semesters; 1 period each

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

ENGLISH 10

Grade: 10 Class length: 2 semesters; 1 period each

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

ENGLISH 11

Grade: 11 Prerequisites: English 9 and 10 (preferred)

Class length: 2 semesters; 1 period each

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

ENGLISH 12

Grade: 12 Prerequisites: English 9, 10, and 11 (preferred)

Class length: 2 semesters; 1 period each

English 12, an integrated English course based on Indiana's 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 fictional narratives, short stories, responses to literature, 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.

ETYMOLOGY

Grade: 11, 12

Credits: 1 semester course, 1 credit per semester

Fulfills an English/Language Arts requirement for all diplomas

NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.

Etymology, a language studies course based on the Indiana Academic Standards for English/Language Arts, 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). Students analyze meanings of English words by examining roots, prefixes, and suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation.

DIGITAL MEDIA

Grade: 9, 10, 11, or 12

Class length: 1 semester; 1 period

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.

ADVANCED COMPOSITION

Grade: 12

Prerequisites: English 9, 10, and 11

Class length: 1 semester; 1 period

Advanced Speech and Communication, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study and application of the rhetorical (effective) writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports. ADVANCED COMPOSITION PROJECT: Students write job applications, resumes, and other informational documents that may include the development of flyers, posters, brochures, program agendas, or reports incorporating visual information in the form of pictures, graphs, or tables

NOVELS

Grade: 11, 12

Credits: 1 semester course, 1 credit per semester

Fulfills an English/Language Arts requirement for all diplomas

Novels, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors from the past and present or sets of novels from a specific era or across several eras. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

CREATIVE WRITING

Grade: 11, 12

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

Credits: 1 semester course, 1 credit per semester

Fulfills an English/Language Arts requirement for all diplomas

Creative Writing, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

ENGLISH AS A NEW LANGUAGE

Recommended Grade Level: 9, 10, 11, and 12.

The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.

Recommended Prerequisites: English proficiency placement test results

Credit: World Language credit (2188): If ENL course work addresses Indiana's Academic Standards for World Languages and is taken concurrently with another English/Language Arts course, up to 8 credits accrued may count as World Language credits for all diplomas.

English/Language Arts credit (1012): If ENL course work addresses Indiana's Academic Standards for English/Language Arts and is based on general ELA curriculum and student's Individualized Learning Plan, up to 8 credits accrued can be counted as the required English/ Language Arts credits for all diplomas

English as a New Language, an integrated English course based on the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for English learners (ELs) so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

ADVANCED ENGLISH LANGUAGE ARTS - COLLEGE CREDIT

Qualifies for Ivy Tech ENGL 111 English Composition (3 credits)

Grade: 11 or 12 Prerequisites: English 9 and English 10

Class length: 2 semesters; 1 period each

Dual Credit Advanced English Language Arts, College Credit, is an advanced course based on Indiana's Academic Standards for English Language Arts and the Common Core State Standards for English Language Arts in Grades 11 and 12. This course title covers any English language and Composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. Exposition and Persuasion will have each student: 1. Present detailed and well-organized compositions using formal documentation. 2. Apply critical reading and thinking skills to the writing process. 3. Distinguish between primary and secondary sources. 4. Conduct research using primary and secondary sources. 5. Demonstrate an understanding of what constitutes a valid argument. 6. Recognize and explain issues and identify critical perspectives. 7. Clearly identify and address the audience and purpose to establish appropriate rhetorical contexts. 8. Apply research and writing strategies to research-based analytic and argumentative writing. Topical areas of study will include – Primary research Critical reading and thinking Secondary research Critical perspectives Argumentation Documentation (MLA and/or APA) Systems of logic Audience identification Rhetoric Library and electronic research methods

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

Qualifies for PFW ENG W131 Elementary Composition I (3 credits)**

Grade: 11 or 12 (recommended for Juniors)

Prerequisites: English 9, English 10, 3.0 GPA, top half of class, passed graduation tests

Class length: 2 semesters; 1 period each

Dual Credit English Language and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. A comprehensive description of this course can be found on the College Board AP Central Course Description and instructor webpage at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Qualifies for Trine ENG153 Introduction to Literature (3 credits)**

Grade: 11 or 12 (recommended for Seniors)

Prerequisites: English 9, English 10, 3.0 GPA, top half of class, passed graduation tests

Class length: 2 semesters; 1 period each

Dual Credit English Literature and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. A comprehensive description of this course can be found on the College Board AP Central Course Description and instructor webpage at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

STUDENT MEDIA

Grade: 10, 11, or 12 Prerequisites: English 9, Application

Class length: 3 consecutive semesters; 1 period each

Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staff so that they may prepare themselves for career paths in journalism, communications, writing, or related fields. This course fulfills the Fine Arts credit for the Core 40 Academic Honors Diploma.

BIBLICAL LITERATURE

Grade: 11 or 12 Prerequisites: English 9, English 10

Class Length: 1 semester; 1 period

Biblical Literature, a course based on Indiana's Academic Standards for English/Language Arts, is a study of the Bible, viewed from a literary standpoint, as a source of a wide variety of literary patterns, themes, and conventions. Students examine the different books in relation to the various historical time frames of the books and in relation to related literature as it pertains to Biblical themes. Students read, discuss, and write about Biblical references (allusions) in both classical and modern literature, formation of a canonical Bible, inclusion of apocryphal and heretical writings, oral versus literate transmission of sacred history and doctrine, and questions and problems of interpretation.

COLLEGE AND CAREER BRIDGE: LITERACY READY

Grade: 12

Class length: 2 semester; 1 period each

CCR Bridge: Literacy Ready is an innovative, dynamic course built to help students master the literacy skills needed for three core subject areas – English, social science, and science. CCR Bridge: Literacy Ready consists of eight units: three in history, three in English and two in science. Content of each of the disciplines is at the forefront of the curriculum while disciplinary 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 in the discipline on a college level.

FILM LITERATURE

Recommended Grade Level: 11, 12 Credits: 1 semester course, 1 credit per semester
Prerequisites: English 9, English 10

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

LANGUAGE ARTS LAB

Grade: 11, or 12 Class length: 1 semester; 1 period

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with Indiana's Academic Standards for English/Language Arts in Grades 9-12 and the Common Core State Standards for English/Language Arts, focusing on the Writing Standards (Standards 4, 5, and 6).

GENRES OF LITERATURE (Holocaust Studies)

Grade: 11 or 12 Prerequisites: English 9, English 10 Class Length:
1 semester; online format

This course will utilize online educational tools such as video, discussion boards, quizzes, etc to study the way we remember the Holocaust. Students will analyze how different literary works shape their understanding of this event in history. While it is an independent online course, it will be highly interactive with discussions so students will need to be motivated and active on a daily basis. Genres of Literature, a course based on Indiana's Academic Standards for English/Language Arts, is a study of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times.

FINE ARTS -

BEGINNING CONCERT BAND

Grade: 9, 10, 11, or 12

Class length: 1, 2, or 3 semesters; 1 period each

Band is designed for all instrumental music students. Experience in elementary/middle school bands is preferred. However, if a student without prior experience wishes to be in band, he/she may do so with the permission of the director and the understanding that some lessons will be involved. Members will be required to perform at all home football games, concerts, required contests, and several home basketball games. There may be other performances throughout the year to be determined by the director. Performance in solo/ensemble contest is encouraged, but not required. Some memorization of music is required. Weekly home practice on the instrument is required. There will be an initial fee for shoes the first year and possibly a fee for shirts. Other expenses may occur during the year. 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 sightreading. 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.

CONCERT CHOIR (BEGINNING CHORUS)

Grade: 9, 10, 11, or 12

Class length: 3 semesters; 1 period each

Concert Choir is based on the Indiana Academic Standards for High School Choral Music. Students taking Concert Choir develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. 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. Concert Choir students should plan to stay in choir for a year.

INSTRUMENTAL ENSEMBLE (PERCUSSION ENSEMBLE)

Grade: 10,11,12

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

SHOW CHOIR (CHORAL CHAMBER ENSEMBLE)

Grade: 9, 10, 11, or 12

Prerequisite: Audition

Class length: 2 semesters; 1 period each

Show Choir is designed to focus on serious as well as contemporary and more performance oriented music. Choreography is part of the class. Rehearsal outside of the normal class time will be required. Memorization of music and weekly home practice is required. Expenses will be incurred for outfits or other needs for the year. Auditions will be held each year, and all students must audition. Students are expected to attend all scheduled rehearsals, performances, concerts and contests. Students in this group need to understand that performance opportunities for this group require that all students be in attendance. Due to the nature of this course, students will not be able to drop this course once school has started. Students will be expected to be in this course for both semesters, unless special permission has been granted by the instructor. This is a highly competitive performing group.

JAZZ ENSEMBLE (INSTRUMENTAL ENSEMBLE)

Grade: 9, 10, 11, or 12

Prerequisite: Audition

Class length: 2 semesters; 1 period each

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

MUSIC HISTORY AND APPRECIATION

Grade Level: 9, 10, 11, 12

Class length: 1 semester ; 1 period

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

MUSIC THEORY AND COMPOSITION I and II

Grade Level: 9, 10, 11, 12

Class length: 1 or 2 semesters; 1 period each

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

PIANO AND ELECTRONIC KEYBOARD

Grade: 9, 10, 11, 12

Credits: 1 semester course, 1 credit per semester.

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

Counts as a directed elective or elective for all diplomas

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

Laboratory Course

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

THEATRE ARTS I - INTRODUCTION TO THEATRE

Grade: 9, 10, 11, or 12

Class length: 1 semester ; 1 period

Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

THEATRE ARTS II - PERFORMANCE

Grade: 10, 11, or 12 Prerequisite: Theatre Arts I

Class length: 1 semester; 1 period

This is an advanced level performance oriented class which pursues a deeper level of theatre. The student will be responsible for analysis, organization and direction of theatrical material throughout the year.

FINE ARTS - VISUAL ARTS ANIMATION & VISUALIZATION

Grade: 10, 11, or 12 Prerequisites: Introduction to Two & Three - Dimensional Art I & II

Class length: 1 semester ; 1 period

This course prepares students to use computer applications and related visual and sound imaging techniques to create and manipulate images and information. This course includes instruction in three dimensional solid model creation, sketching, and storyboarding, time and motion study, color and lighting studies, and camera positioning. Students will be using current computer animation software that reflects industry standards.

CERAMICS I

Grade: 10, 11, or 12 Prerequisite: Introduction to Two & Three - Dimensional Art I & II

Class length: 1 semester; 1 period

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

CERAMICS II

Grade: 10, 11, or 12 Prerequisite: Ceramics I

Class length: 1 semester ; 1 period

The course is a continuation of Ceramics I concepts with an increased emphasis on the use of the potter's wheel. Students are challenged with more complicated hand building projects as they produce ceramic forms that are personally expressive in design and subject. Students continue to gain an awareness of the link between clay works of other times and cultures and their own art works.

DRAWING I

Grade: 10, 11, or 12 Prerequisite: Introduction to Two and Three Dimensional Art I & II

Class length: 1 semester ; 1 period

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.

DRAWING II

Grade: 10, 11, or 12 Prerequisites: Drawing I
Class length: 1 semester ; 1 period

This course continues Drawing I theories by presenting students with more complicated visual problems toward the goal of portfolio quality works. Students make decisions about media and subjects within the guidelines of a specific project focus. A development of drawing skill and personal style is encouraged through the inclusion of a mandatory weekly sketchbook drawing assignment.

FIBER ARTS

Grade: 10, 11, 12 Prerequisites: Introduction to Two-Dimensional Art, Introduction to Three-Dimensional Art
Credits: 1 semester course, 1 credit per semester.

Counts as a directed elective or elective for all diplomas

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

Fiber Arts is a course based on the Indiana Academic Standards for Visual Art. Students in fiber arts engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create fiber art works utilizing processes such as loom and off-loom construction, dyeing, coiling, and stitchery. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

INTRODUCTION TO TWO DIMENSIONAL ART

Grade: 9, 10, 11, 12

Credits: 1 semester course, 1 credit per semester

Counts as a directed elective or elective for all diplomas

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

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

INTRODUCTION TO THREE DIMENSIONAL ART

Grade: 9, 10, 11, 12

Credits: 1 semester course, 1 credit per semester

Counts as a directed elective or elective for all diplomas

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

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 High School Course Titles and Descriptions 2022-2023 99 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.

PAINTING I

Grade: 10, 11, or 12 Prerequisites: Introduction to Two and Three Dimensional Art I & II
Class length: 1 semester ; 1 period

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

PHOTOGRAPHY

Grade: 10, 11, or 12 Prerequisites: Introduction to Two and Three Dimensional Art I and II
Class length: 1 semester; 1 period

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools. 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.

Family & Consumer Science Courses

PRINCIPLES OF HUMAN SERVICES

Grade: 9, 10, 11

Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
Counts as a directed elective or elective for all diplomas

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. Course includes a required job shadowing project in a Human Services setting. 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.

UNDERSTANDING DIVERSITY

Grade(s): 10, 11, 12

Required Prerequisites: Principles of Human Services

Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
Counts as a directed elective or elective for all diplomas

Understanding Diversity encourages 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.

RELATIONSHIPS AND EMOTIONS

Grade: 10, 11, 12

Required Prerequisites: Principles of Human Services

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

Counts as a directed elective or elective for all diplomas

Relationship & Emotions examines the key elements of healthy relationships. Explores the main problems that damage relationships. Presents research findings on successful and unsuccessful relationships. Examines how couples can improve intimacy, romance, and emotional connection. Explores the impact of one's emotional and relationship history on current and future romantic relationships. Presents practical, scientific-based skills for improving relationships. Additionally this course offers practical and useful information for people who have experienced loss. Students have the opportunity to evaluate their own experiences and attitudes toward loss and grief.

CHILD AND ADOLESCENT DEVELOPMENT

Grade: 10, 11, 12

Required Prerequisites: Principles of Teaching

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

Counts as a directed elective or elective for all diploma

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

TEACHING AND LEARNING

Grade(s): 10, 11, 12

Required Prerequisites: Principles of Teaching

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

Counts as a directed elective or elective for all diplomas

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

NUTRITION AND WELLNESS

Grade: 9, 10, 11, or 12

Class length: 1 semester; 1 period

Nutrition and Wellness enables students to realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. A project based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; planning for Wellness and fitness; selection and preparation of nutritious meals and snacks based on USDA Dietary Guidelines including the Food Guide Pyramid; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic nutrition and wellness knowledge and skills, and is especially appropriate for students with interest in human services, wellness/fitness, health, or food and nutrition-related career pathways.

INTRODUCTION TO FASHION AND TEXTILES

Grade: 9, 10, 11, or 12

Class length: 1 semester; 1 period

Introduction to Fashion and Textiles is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design; selection, production, alteration, repair, and maintenance of apparel and textile products; product research, development, and testing; and application of technical tools and equipment utilized in the industry. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel related careers.

CHILD DEVELOPMENT

Grade: 9, 10, 11, or 12

Class length: 1 semester; 1 period

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

ADULT ROLES AND RESPONSIBILITIES

Grade: 10, 11, or 12

Class length: 1 semester; 1 period

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

ADVANCED NUTRITION AND WELLNESS

Grade: 10, 11, or 12 Prerequisite: Nutrition and Wellness

Class length: 1 semester; 1 period

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

ADVANCED CHILD DEVELOPMENT

Grade: 11 or 12

Class length: 1 semester; 1 period

Advanced Child Development is a sequential course that addresses more complex issues of child development and early childhood education with emphasis on guiding physical, social, emotional, intellectual, moral, and cultural development throughout childhood, including school age children. Topics include positive parenting and nurturing across ages and stages; practices that promote long-term wellbeing of children and their families; developmentally appropriate guidance and intervention strategies with individuals and groups of children. Students will access, evaluate, and utilize information, including brain/learning research and other research results to meet needs of children, including children with a variety of disadvantaging conditions. Students will explore "all aspects of the industry" for selected child related careers. Authentic applications are required through field-based or school-based experiences with children in locations such as observation/interaction laboratories, preschools, elementary schools, or daycare settings. Service learning experiences are highly recommended. A thoroughly documented student portfolio is required. This course is recommended for any student for enrichment and as a foundation for students with interests in any child-related career or profession.

INTRODUCTION TO HOUSING AND INTERIOR DESIGN

Grade: 11 or 12

Class length: 1 semester; 1 period

Introduction to Housing and Interior Design is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available. Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach will be utilized requiring higher-order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.

HUMAN DEVELOPMENT AND WELLNESS

Grade: 10, 11, or 12

Class length: 1 semester; 1 period

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

INTERPERSONAL RELATIONSHIPS

Grade: 9, 10, 11, or 12

Class length: 1 semester; 1 period

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

CONSUMER ECONOMICS

Grade Level: 11, 12

Class length: 1 semester; 1 period

Consumer Economics enables students to achieve high standards and competencies in economic principles in contexts of high relevancy and applicability to their individual, family, workplace, and community lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of consumer economics issues. The course focuses on interrelationships among economic principles and individual and family roles of exchanger, consumer, producer, saver, investor, and citizen. Economic principles to be studied include scarcity, supply and demand, market structure, the role of government, money and the role of financial institutions, labor productivity, economic stabilization, and trade. Depending on needs and resources, this course may be taught in a local program. In schools where it is taught, it is recommended for all students regardless of their career pathway, in order to build basic economics proficiencies. Fulfills a Social Studies requirement for the General Diploma only. Qualifies as a quantitative reasoning course.

HUMAN AND SOCIAL SERVICES I

Grade Level: 11, 12

Recommended Prerequisites: Nutrition and Wellness, Interpersonal Relationships, Child Development or Human Development and Wellness

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

Counts as a Directed Elective or Elective for all diplomas

Human and Social Services I is an introductory/exploratory course for students interested in careers in human and community services and other helping professions. Areas of exploration include family and social services, youth development, and adult and elder care, and other for profit and non-profit services. This project-based course will help students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in human and social services at the local, state, national, or global/world level. Research and development, interdisciplinary projects, and/or collaboration with post-secondary faculty, community agencies or organizations, or student organizations are appropriate approaches. Students will be introduced to human and social services professions through presentations from a variety of guest speakers, job shadowing, field trips and introductory and exploratory field experiences. Case studies, role play, and application of professional codes of ethics will be utilized reflecting the challenges of working in diverse communities. Service learning experiences are highly recommended. Achievement of applicable FACS, academic, and employability competencies will be documented through a student portfolio.

Mathematics Courses

ALGEBRA I

Grade: 9, 10, 11, or 12

Class length: 2 semesters; 1 period each

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

ALGEBRA I LAB

Grade Level: 9, 10, 11, 12

Class Length: 2 semester course, 1 credit per semester

A student taking Algebra I Lab must also be enrolled in Algebra I during the same academic year. Algebra I Lab is a mathematics support course for Algebra I. Algebra I Lab is taken while students are concurrently enrolled in Algebra 1. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade level appropriate courses. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

MATH 10

Grade Level: 9, 10

Class Length: 2 semester course, 1 credit per semester

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

GEOMETRY

Grade: 9, 10, 11, or 12

Prerequisite: Algebra I

Class length: 2 semesters; 1 period each

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

ALGEBRA II

Grade Level: 9, 10, 11, 12

Recommended Prerequisite: Algebra I

Credits: 2 semester course, 1 credit per semester

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.

ALGEBRA II HONORS (required to advance to higher levels of math)

Grade: 10, 11, or 12

Prerequisite: B average or higher in Algebra I and Geometry

Class length: 2 semesters; 1 period each

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

PRE-CALCULUS: Algebra and PRE-CALCULUS:Trigonometry

Qualifies for IPFW MA 15300/MA 15400 Dual Credit (6 credits) semester course finals comprise 25% of grade.

Grade: 11 or 12 Prerequisites: Algebra II Honors, 3.0 GPA, top half of class, passed graduation tests

Class length: 2 semesters; 1 period each

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

PROBABILITY AND STATISTICS

Qualifies for IPFW STAT 30100 Dual Credit (3 credits) semester course finals comprise 25% of grade.

Grade: 11 or 12 Prerequisites: Algebra II Honors, 3.0 GPA, top half of class, passed graduation tests

Class length: 2 semesters; 1 period each

Graphing calculator required Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged.

Calculus (CALC)

Grade: 11, 12 Prerequisites: Pre-Calculus: Algebra and Pre-Calculus: Trigonometry

Class length: 2 semester course, 1 credit per semester •Fulfills a Mathematics course requirement for all diplomas

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 High School Course Titles and Descriptions 2022-2023 138 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

ADVANCED PLACEMENT CALCULUS AB and BC

Qualifies for IPFW MA 16500/ MA 16600 Dual Credit (8 credits) semester course finals comprise 25% of grade.

Grade: 12 Prerequisites: Pre-Calculus, 3.0 GPA, top half of class, passed graduation tests

Class length: 2 semesters; 1 period each

Graphing calculator required

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

MATHEMATICS LAB

Grade: 11 or 12

Class length: 1 semester; 1 period

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. It is recommended that Mathematics Lab is taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with Algebra I or Integrated Mathematics I; instead, schools should offer Algebra Enrichment or Integrated Mathematics Enrichment to provide students with rigorous support for these courses.

COLLEGE AND CAREER BRIDGE: MATH READY

Grade: 12 Prerequisite: working on passing graduation exam
Class length: 2 semesters; 1 period

CCR Bridge: Math Ready will include and reinforce the Algebra I, Geometry, Algebra II and Statistics skills necessary to be ready for entry-level college math. This course emphasizes understanding of math concepts rather than just memorizing procedures. CCR Bridge: Math Ready teaches the context behind the procedure: for example, why to use a certain formula or method to solve a problem. Students will build higher-order thinking skills in order to apply math skills, functions and concepts in various situations.

Physical Education & Health Courses

PHYSICAL EDUCATION I

Grade: 9, 10, 11, or 12

Class length: 1 semester; 1 period

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

PHYSICAL EDUCATION II

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

HEALTH AND WELLNESS

Health and Wellness Education (1 Health Credit)

Grade: 10, 11, or 12

Class length: 1 semester, 1 period

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

ELECTIVE PHYSICAL EDUCATION: TEAM SPORTS

Grade: 10, 11, or 12

Class length: 1 semester, 1 period

Prerequisites: Physical Education I

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 cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

ELECTIVE PHYSICAL EDUCATION: STRENGTH TRAINING

Grade: 10, 11, or 12 Prerequisites: Physical Education I and II
Class length: 1 semester; 1 period

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 cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. . Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

ELECTIVE PHYSICAL EDUCATION: OFFICIATING 101

Grade: 10, 11, 12 Recommended Prerequisites: Physical Education I and II
Credits: 1 credit per semester, maximum of 8 credits
Counts as an elective requirement for all diplomas

The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized.

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 cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. . Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

CURRENT HEALTH ISSUES

Grade: 10, 11, or 12 Prerequisites: Health and Wellness
Class length: 1 semester; 1 period

Current Health Issues, an elective course that can be aligned to Indiana's Academic Standards for Health & Wellness, focuses on specific health issues and/or emerging trends in health and wellness, but not limited to: personal health and wellness; non-communicable and communicable diseases; nutrition; mental and emotional health; tobacco-prevention; alcohol and other drug-prevention; human development and family health; health care and/or medical treatments; and national and/or international health issues. 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.

Science Courses

BIOLOGY I

Grade: 9, 10, 11, 12
Class length: 2 semesters; 1 period each

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

BIOLOGY II

Grade: 10, 11, or 12 Prerequisites: Biology I and either Integrated Chemistry and Physics or Chemistry I
Class length: 1 semester; 1 period

Biology II is designed to provide the college-bound student with opportunities to pursue laboratory & field investigations into the internal structures, functions, and processes of living organisms and the environmental interactions of these organisms. Major topics in Biology II include an overview of general biology, cell biochemistry, cell processes, cell reproduction, genetics and DNA structure. The curriculum is designed for students pursuing a Core 40 diploma.

ANATOMY AND PHYSIOLOGY

Grade: 10, 11, or 12 Prerequisites: Biology I and either Integrated Chemistry /Physics or Chemistry I
Class length: 2 semesters; 1 period each

Anatomy and Physiology is a course in which students investigate and apply concepts associated with human anatomy and physiology. Concepts covered include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. Students will understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields. The course should include ample laboratory experiences that illustrate the application of the standards to the appropriate cells, tissues, organs, and organ systems. Dissection is both appropriate and necessary. The curriculum is designed for students pursuing a Core 40 diploma, as well as a career in health care.

ADVANCED PLACEMENT BIOLOGY

Qualifies for Trine BIO114 General Biology (4 credits)

Grade: 11 or 12 Prerequisites: Biology I, Chemistry, 3.0 GPA, top half of class, passed English and Algebra ECAs
Class length: 2 semesters; 1 period each

Dual Credit Biology, Advanced Placement is a course based on the content established by the College Board. Topics include: (1) molecules and cells: chemistry of life, cells, cellular energetics; (2) heredity and evolution: heredity, molecular genetics, evolutionary biology; and (3) organisms and populations: diversity of organisms, structure and function of plants and animals, ecology. The major themes of the course include: science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature and science, technology, and society.

CHEMISTRY I

Grade: 10, 11, or 12 Prerequisite: successful completion of Algebra
Class length: 2 semesters; 1 period each

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

INTEGRATED CHEMISTRY / PHYSICS

Grade: 10, 11, or 12

Class length: 2 semesters; 1 period each

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

EARTH AND SPACE SCIENCE I

Grade: 9, 10, 11, or 12

Class length: 2 semesters; 1 period each

Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and

describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation 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. This course will only be offered online.

ADVANCED PLACEMENT CHEMISTRY

Qualifies for Trine CH104 General Chemistry (4 credits)

Grade: 11 or 12 Prerequisites: Chemistry I, Algebra II, 3.0 GPA, top half of class, passed graduation tests

Class length: 2 semesters; 1 period each

Dual Credit Chemistry, Advanced Placement is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. A comprehensive description of this course can be found on the College Board AP Central Course Description web page <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

PHYSICS

Qualifies for PFW PHYS22000 General Physics I (4 credits)

Grade: 11 or 12 Prerequisite: Algebra II, 3.0 GPA, top half of class, passed graduation tests

Class length: 2 semesters; 1 period each

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

PROJECT LEAD THE WAY (PLTW)

BIOMEDICAL SCIENCES PRINCIPLES OF BIOMEDICAL SCIENCES (PBS)

Grade: 9, 10, 11, or 12 Prerequisite: Biology 1 or concurrent enrollment

Class length: 2 semesters; 1 period each

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

HUMAN BODY SYSTEMS (HBS)

Grade: 10, 11, or 12 Prerequisites: Principles of Biomedical Sciences or teacher recommendation

Class length: 2 semesters; 1 period each

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

MEDICAL INTERVENTIONS (MI)

Grade: 11 or 12 Prerequisites: Principles of the Biomedical Sciences and Human Body Systems

Class length: 2 semesters; 1 period each

Medical Intervention is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein. Schools must agree to be part of the Project Lead the Way network and follow all training and data collection requirements.

BIOMEDICAL INNOVATION (BI)

Grade: 12 Prerequisites: Principles of the Biomedical Sciences, Human Body Systems, Medical Intervention
Class length: 2 semesters; 1 period each (can count for Senior Project requirement)

PLTW Biomedical Innovation is a capstone course designed to give students the opportunity to design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

See also *ADVANCED LIFE SCIENCE – FOODS*, *ADVANCED LIFE SCIENCE – ANIMALS*, and *ADVANCED LIFE SCIENCE – PLANTS AND SOILS (in Agriculture and Natural Resources)* – can count toward a life science or physical science requirement

Social Studies Courses

UNITED STATES GOVERNMENT /UNITED STATES HISTORY

Integrated course—see course description on page 8 Grade: 11 or 12 Class length: 1 semester; 2 periods

PSYCHOLOGY

Grade: 10, 11, or 12

Class length: 1 semester; 1 period

Psychology is the scientific study of mental processes and behavior. The course is divided into six content areas and uses the scientific methods to explore research methods and ethical consideration. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of the course focus on learning, memory, information processing, and language. Personality, Assessment, and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. The Biological Basis focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion.

ADVANCED PLACEMENT PSYCHOLOGY

Qualifies for Trine PSY 113 Principles of Psychology (3 credits)

Grade: 11 or 12 Prerequisite: Psychology, 3.0 GPA, top half of class

Class length: 1 semester; 1 period

Psychology, Advanced Placement is a course based on content established by the College Board. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes. Topics include: (1) history and approaches, (2) research methods, (3) biological bases of behavior, (4) sensation and perception, (5) states of consciousness, (6) learning, (7) cognition, (8) motivation and emotion, (9) developmental psychology, (10) personality, (11) testing and individual differences, (12) abnormal psychology, (13) treatment of psychological disorders, and (14) social psychology

ECONOMICS

Grade: 11 or 12

Class length: 1 semester; 1 period

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

SOCIOLOGY

Grade: 11 or 12

Class length: 1 semester; 1 period

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

ETHNIC STUDIES

Grade Level: 9,10,11,12

Credits: 1 semester course, 1 credit

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

INDIANA STUDIES

Grade Level: 9,10,11,12

Credits: 1 semester course, 1 credit per 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.

TOPICS IN HISTORY (Revolutions)

Grade: 11 or 12

Credits: 1 semester; 1 credit

Topics in History provides students the opportunity to study specific historical eras, events, or concepts. In Revolutions, students will study some of the most important political revolutions that took place between the 17th and 18th centuries: the English, American, and French Revolutions. This course requires students to explore the causes of each revolution, analyze the ideologies that inspired the revolutionaries, examine revolutionary uses of violence, and consider how historical revolutions shape the late modern and contemporary world. Students must utilize historical thinking skills, including sourcing, contextualization, and close and critical readings of historical sources. Recommended Prerequisites: Humanities 9 and 10 Counts as an elective credit

CURRENT PROBLEMS, ISSUES, AND EVENTS

Grade: 9,10,11,12

Credits: 1 semester course, 1 credit per semester. Course may be repeated for credit if the content of the course changes.

Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

World Language Courses

SPANISH I

Grade: 9, 10, 11, or 12

Class length: 2 semesters; 1 period each

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

SPANISH II

Grade: 10, 11, or 12 Prerequisites: Spanish I; grade of C or better

Class length: 2 semesters; 1 period each

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

SPANISH III

Grade: 11 or 12 Prerequisites: Spanish I and Spanish II; grade of C or better

Class length: 2 semesters; 1 period each

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

SPANISH IV - Dual Credit

Grade: 10, 11, 12

Required Prerequisites: Spanish I, II, and III

Credits: 2 semester course, 1 credit per semester

Counts as a directed elective or elective for all diplomas

Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

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

AP SPANISH LANGUAGE AND CULTURE

Grade Level: 11, 12 Recommended Prerequisites: Spanish I, II and III

Class Length: 2 semester course, 1 credit per semester

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

LANGUAGE FOR HERITAGE SPEAKERS I, II, or III

Grade: 9, 10, 11, or 12

Language for Heritage Speakers I is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

AMERICAN SIGN LANGUAGE I (through Indiana Online Academy)

Grade: 9, 10, 11, or 12

Class length: 2 semesters; 1 period each

American Sign Language I is a course that introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional--notional approach, and discusses cultural features of the deaf community. Emphasis is placed on development of receptive and expressive language skills. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogues; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing. Students also learn to recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole

AMERICAN SIGN LANGUAGE II (through Indiana Online Academy)

Grade: 10, 11, or 12 Prerequisites: American Sign Language I; grade of C or better
Class length: 2 semesters; 1 period each

American Sign Language II is a course that continues the focus on frequently used signs through a functional--notional approach and the discussion of the cultural features of the deaf community. Emphasis is placed on further development of receptive and expressive communication skills in American Sign Language (ASL). Through this course, students are given the opportunity to watch and understand short stories, dialogues and poetry in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL by interacting with ASL users within the deaf community; begin to use classifiers appropriately; continue the mastery of the current GLOSSING system used in texts to write ASL; and begin to write in GLOSS their own simple dialogues, poetry and translations. Students will also learn to examine some of the political issues associated with the deaf community, and will further develop an understanding of the relationship between languages and cultures as a whole.

AMERICAN SIGN LANGUAGE III (through Indiana Online Academy)

Grade: 11, or 12 Prerequisites: American Sign Language I and American Sign Language II; grade of C or better
Class length: 2 semesters; 1 period each

American Sign Language III is a course that continues to focus on the students' non--verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts. This course provides opportunities for students to learn to express themselves in advanced situations, using more sophisticated vocabulary and structure; apply advanced grammatical features, such as descriptors, classifier use and various numbering systems; and develop the ability to discuss topics related to historical and contemporary events and issues within the hearing--impaired community. Students will also build on narrative skills and learn to relay information they've read or heard through explanation of more complex ideas. This course further emphasizes the development of spontaneous language responsive behaviors through activities designed for this purpose.

Vocational and Technical Course Options

PRINCIPLES OF CONSTRUCTION TRADES

Grade: 9, 10, 11

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

Counts as a directed elective or elective for all diplomas

Principles of Construction Trades covers the NCCER Core Curriculum and is a prerequisite to most other construction courses. Its modules cover topics such as basic safety, communication skills, and introduction to construction drawings; all basic skills needed to continue education in the construction program.

CONSTRUCTION TRADES I

Construction Trades I qualify for Ivy Tech BCTI 100/ BCTI 101 (3 credits ea.)

Grade: 11 or 12 by application only

Class length: 3 semesters – 2 periods each day

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

Construction Trades II qualify for Ivy Tech BCTI 102/ 103 /104 (3 credits ea.)

Grade: 12 by application only

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 market place. Additionally, the course covers design and construction of roof systems and using framing squares for traditional rafter and truss roofing.

PAINTING AND DECORATING

Grade: 11 or 12 by application only

Class length: 1 semester; 2 periods per day – 3 rd semester only

The goal of this course is to develop entry level skills and a knowledge base for students contemplating interior finishing as a career. Major areas of instruction are finishing electrical, finishing trim, painting, papering, and landscape. The program is both process and product oriented. Students who complete it will have a firm understanding of practices and procedures within the finishing construction industry.

CONSTRUCTION TRADES: GENERAL CARPENTRY

Grade: 10, 11, 12

Required Prerequisites: Principles of Construction Trades

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

Counts as a directed elective or elective for all diplomas

Construction Trades: General Carpentry covers the NCCER Carpentry Level 1. Its modules cover topics such as building materials, fasteners, adhesives, hand and power tools, introduction to construction drawings, specifications, layout, floor systems, wall systems, ceiling joist and roof framing, basic stair layout, and introduction to building envelope systems.

CONSTRUCTION TRADES: FRAMING AND FINISHING

Grade: 10, 11, 12

Required Prerequisites: Principles of Construction Trades; and Construction Trades: General Carpentry

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

Counts as a directed elective or elective for all diplomas

Construction Trades: Framing and Finishing covers NCCER Carpentry Framing and Finishing Level 2. Its modules cover topics such as commercial drawings, roofing applications, thermal and moisture protection, exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation.

INDUSTRIAL AUTOMATION AND ROBOTICS I

•Recommended Grade(s): 11, 12

•Required Prerequisites: none

•Recommended Prerequisites: none

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

•Counts as a directed elective or elective for all diplomas

•Schools wishing to offer this course for multiple credits should utilize Next Level Programs of Study courses.

Industrial Automation and Robotics I, will introduce students to design and programming concepts in basic robots that use sensors and actuators to solve specific problems and complete specific tasks. This will include introductory programming autonomous mode. Students will also learn to program a humanoid robot, tethered and in autonomous mode, able to react to specific circumstances and perform human-like tasks when programming is complete. This course will provide fundamentals in industrial robotics basic programming and operations. Students will program an industrial robot through exploration of a teach pendant and use proper programming commands with hands-on utilization of an industrial robot. This course will provide fundamental knowledge and skills in basic lasers, pneumatics, hydraulics, mechanics, basic electronics, and programmable logic controllers along with an understanding of career pathways in this sector.

INDUSTRIAL AUTOMATION AND ROBOTICS II

•Recommended Grade(s): 11, 12

Required Prerequisites: Industrial Automation and Robotics I

•Recommended Prerequisites: none

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

•Counts as a directed elective or elective for all diplomas

•Qualifies as a quantitative reasoning course

Industrial Automation and Robotics II, focuses on industrial robots, programming PLC's, automating cells, advanced programming, and designing/building task-oriented robots. Students will engage in active learning, critical thinking, and problem solving through advanced robotic procedures and processes. Students will learn industrial robotic programming languages, as well as strategies for improving efficiency through automation. Students will study basic computer numerical controlled (CNC) machining and will combine automation and CNC machining to perform common industrial tasks. They will also apply knowledge to real world situations to create working solutions.

IMPACT INSTITUTE

Grade: 11 and 12 by application only

Class length: 1 – 2 years, 3 periods per day

IMPACT INSTITUTE provides the following vocational opportunities for students: Automotive Technology; Auto Body Collision Repair; Cosmetology; Criminal Justice; Culinary Arts; Health Occupations Education (HOE); Interactive Media; Heating, Ventilation and Air Conditioning (HVAC); Machine Trades Marine Mechanics; Primary Health Care (PHC); Smart Technologies & Automation; & Welding

CAREER EXPLORATION INTERNSHIP

Grade: 11, or 12

Class length: 1 or 2 periods per semester

The Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program where students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through various departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher, for the purpose of helping the student make the connection between academic learning and their work-related experiences. Specific instructional objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor. 150 hours of workplace and classroom activities are required for the two credits. Of the 150 hours, 18-36 hours must be spent in classroom activities. Schools on block schedules may proportionately adjust the total number of hours to meet the local standard, provided that students spend at least one hour a week in classroom activities.

PRINCIPLES OF TEACHING

Grade: 9, 10, 11

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

Counts as a directed elective or elective for all diplomas

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

EDUCATION PROFESSIONS I and II - CADET TEACHING PROGRAM

Grade: 11 and 12

Class length: 1 or 2 periods per semester

Education Professions prepares students for employment in education and related careers and provides the foundation for study in higher education that leads to teaching and other education-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education professions. The course of study includes, but is not limited to: planning and guiding developmentally appropriate activities for school-age children; developmentally appropriate practices of guidance and discipline; application of basic health and safety principles when working with children; overview of management and operation of teaching/learning centers in educational settings; Indiana state regulations and licensing requirements related to school-age children; and employability skills. Intensive laboratory or field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the student's laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Education professions teacher. Articulation with postsecondary programs is encouraged. This course is recommended for students with interests in education and training career paths and provides the foundation for study in higher education that leads to careers in education.

EDUCATION AND TRAINING: SPECIAL TOPICS

- Recommended Grade(s): 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: CTE courses that would help prepare the student for success in this area.
- Credits: 1 semester course, up to 3 credits per semester, May be offered for successive semesters up to 12 credits
- Counts as a directed elective or elective for all diplomas
- Schools must have an approved Nonstandard Course Waiver on file to be eligible for CTE Funding.

Education and Training: Special Topics is an extended learning experience designed to address the advancement and specialization of careers within the career cluster through the provision of a specialized course for a specific workforce need in the school's region. The learning experience is at a qualified site, and is designed to give the student the opportunity to practice technical skills previously learned in the classroom all while working under the direction of the appropriately licensed professional. Throughout the course, students will focus on learning about employment opportunities at a variety of entry levels, an overview of the career cluster, teams, and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for success in specific occupations. Course standards and curriculum must be tailored to the specific profession, preparing students to advance in this career field, and where applicable, provide students with opportunities for certification or dual credit. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to post- secondary opportunities, and to work in a variety of 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. Participation in a related CTSO encourages the development of leadership, communication and career related skills, and opportunities for community service.

WORK BASED LEARNING CAPSTONE

Grade: 12 Prerequisites: Preparing for College and Careers; 4 credits of introductory and advanced courses related to a student's pathway

Class length: 3 semesters; 1 or 2 periods per day

Work Based Learning Capstone is a stand-alone course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path. Work Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work based experiences and assist in evaluating achievement and performance. In stand-alone WBL Capstone courses, students have the opportunity to apply the concepts, skills, and dispositions learned in their pathways in real world business and industry settings. Therefore, six credits in a student's pathway would be a prerequisite to the student enrolling in the stand-alone WBL course. Work Based experiences need to be in an industry setting closely related to a student's CTE pathway. Instructors must have a clear partnership agreement and training plan for each student participating in Work Based experiences. When a course is offered for multiple hours per semester, the amount of authentic work experience needs to be increased proportionally. The following WBL Capstone Paths are available: Work Based Learning Capstone, Multiple Pathway Work Based Learning Capstone, Advanced Manufacturing and Engineering Work Based Learning Capstone, Business and Marketing Work Based Learning Capstone, Family and Consumer Sciences Work Based Learning Capstone, Health Sciences Work Based Learning Capstone, Trade and Industry

COOPERATIVE EDUCATION

Grade(s): 12 Recommended Prerequisites: Preparing for College and Careers; two credits in a career and technical education course

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

Counts as a directed elective or elective for all diplomas

Course is funded at a flat rate of \$150; No longer counts toward concentrator status

Cooperative Education is an approach to employment training that spans all career and technical education program areas through school-based instruction and on the job training. Time allocations are a minimum of fifteen hours per week of on-the-job training and approximately five hours per week of school-based instruction, focused on employability skills development. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed.

COMMUNITY SERVICE LEARNING

Grade: 11 or 12 (required for the LEAD diploma) MINIMUM OF 56 HOURS PER CREDIT – independent or 1 semester; 1 period

Community Service is a course created by public law IC 20-30-14 allowing juniors and seniors the opportunity of earning up to two high school credits for completion of approved community service projects or volunteer service that "relates to a course in which the student is enrolled or intends to enroll." For each student who wishes to earn credit for community service or volunteer service under this law, the student, a teacher of the student, or a community or volunteer service organization must submit an application to the high school principal including: 1. The name of the community service organization or volunteer service organization the student intends to assist. 2. The name, address, and telephone number of the director or the supervisor of the community service organization or volunteer service organization and, if different from the director or supervisor, the name, address, and telephone number of the individual assigned by the community or volunteer service organization to supervise the student at the activity site. 3. The nature of the community service or volunteer service performed by the student with a certification that the service performed by the student is voluntary. 4. The total number of hours the student intends to serve the community service organization or volunteer service organization during the school year. 5. A written statement by the director or the supervisor of the community service organization or volunteer service organization certifying that the information included in the application is an accurate reflection of: a. the student's expectations with regard to the number of hours of service contemplated to be performed; and b. the community service organization's or the volunteer service organization's need to acquire the student's service. 6. A description of: a. the educational or career exploration benefits the student and the school should expect to gain from the student's community or volunteer service participation; and b. the service and benefit the community or volunteer service organization expects to gain from the student's participation. 7. A description of how the community or volunteer service activity relates to a course in which the student is enrolled or intends to enroll. 8. The manner and frequency in which the student and the community or volunteer service activity will be evaluated. 9. The name of the certificated school employee who will be responsible for monitoring and evaluating the student's activity and performance, including assigning to the student a grade for participation under this section. 10. Any other information required by the principal.

BASIC SKILLS DEVELOPMENT

Grade: 9, 10, 11, or 12 by Resource teacher recommendation

Class length: 1 semester; 1 period

Basic Skills Development is a multidisciplinary course which provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills that are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and student Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.

REVISED POLICY - VOL. 28, NO. 2 CREDIT FOR COURSES COMPLETED BEFORE STUDENTS ENTER GRADE 9

In order to recognize its responsibility to provide students the opportunity to receive a maximum amount of credit for completion of course work leading to high school credit, the School Board establishes the following policy and criteria regarding the application of credits earned for high school credit prior to the students entering grade 9. For credit or course-work to be accepted for courses taken prior to entering grade 9 compliance with minimum requirements established by the State must be met. Credits earned at the middle school are supplemental to those required by Core 40. Course content must meet the competencies and proficiencies of the corresponding high school course. Corresponding grades are to be recorded on the student's transcripts and included in grade point averages. Administrators will consider carefully the circumstances under which credit will be awarded for courses taken before students enter grade 9. The physical, intellectual, social, and emotional maturity of students as well as course content should be considered. In addition, the administrator will remind parents and students that there is a direct correlation between SAT and ACT scores and the number of academic courses taken in high school. Grading policies and practices will be consistent at both the high school and pre-high school levels. High school credit will be given only for courses which satisfy State proficiencies and Core 40 competencies, where applicable. All instructors shall meet the requirements established by State law for teaching a course for which graduation credit is awarded. The requirements for the Academic Honors Diploma may be satisfied with high school credits awarded before students enter grade 9 provided: A. Students earn a grade of "C" or higher for each course; B. Courses are included on high school transcripts; C. Grades are included in high school GPA's. Mathematics credits earned prior to entering grade 9 may meet specific course requirements but not the credit requirements for graduation. Such credits are considered elective mathematics credits. The purpose of taking mathematics courses before entering grade 9 is to give the student the opportunity to take an additional mathematics course in high school or to take a challenging mathematics course in high school over an extended period of time. If the student completes any of the required mathematics courses before entering high school, the student must complete additional mathematics courses in high school. At a minimum, four (4) mathematics credits must be earned after the student enters high school. With respect to a Core 40 diploma, Core 40 diploma with academic honors, and Core 40 diploma with technical honors, mathematics credits earned prior to entering grade 9 may meet specific course requirements and may count towards the credit requirements for a diploma, but six (6) mathematics credits must be earned while in high school. 511 IAC 6.1-1-2; 511 IAC 6-7, 1-4; 511 IAC 6-7, 1-5; 511 IAC 6-7; 1-6; 511 IAC 6-7;1- 7 C NEOLA 201

Indiana House Bill 1007 - Education course access program

This bill authorizes the department of education to maintain a course access program catalog of courses that can be provided through any method, including online technologies, through course providers. Lakeland Leading EDGE students are eligible to enroll in the courses except the following circumstances:

The course is taught at Lakeland High School

The course provided by the course provider is not in furtherance of the eligible student's graduation or certificate requirements.

The eligible student's enrollment in the course access program course would exceed the requirements for a normal full course load at the school corporation.

The course access program course is logistically infeasible. However, a school corporation may not deny enrollment of an eligible student for this reason if the eligible student agrees to pay the cost of tuition for the applicable course access program course.

The bill requires the school corporation in which an eligible student is enrolled to transfer the tuition fee for a course to the authorized course provider.