COURSE GUIDE
2018-2019
WE STRIVE FOR EXCELLENCE
Dear Merrillville High School Students,

The faculty and staff of MHS are committed to providing to all students the opportunity for a quality education that meets individual student needs. MHS will continue on a trimester schedule for the 2018-2019 school year. This schedule ensures that we address the academic needs of each student while also meeting the requirements set by the State of Indiana.

The publication of the Merrillville High School Course Guide begins the scheduling process for the 2018-2019 school year. The MHS Course Guide provides a complete listing of available courses, course sequence, graduation requirement, grading policies, and other matters pertaining to the curriculum offered at MHS. Please take the time to study this guide carefully. We encourage parents and students to work together in creating an academic plan that will guarantee future success, whether college or a career is the next step. Counselors will meet individually with each student to prepare schedules for next year.

Sincerely,
Mr. Mike Krutz, Principal
Ms. Michelle Sulich, Assistant Principal, School Counseling

Forward
The Merrillville High School Counseling Department in cooperation with the administration and all other departments in the school compiled this information. It is made available to all students in the winter/spring of each school year to assist them in planning their remaining high school years. Students and parents should note that many courses have prerequisites. Course selection is the responsibility of students and their parents. The last date to change course selections for next school year will be one week after the end of the current school year. Schedule changes will be limited to the following reasons: Administrative shifts in the master schedule or improper placement in a course due to failure of a prerequisite.

It is the policy of Merrillville Community School Corporation not to discriminate on the basis of race, color, religion, sex, national origin, limited English proficiency, age, or handicap, in its educational programs or employment policies.

Mission Statement
Success is the only option!
The School Counseling Department provides students with a developmental program that facilitates informed curricular, career, and personal choices.

ADMINISTRATION
Mr. Mike Krutz, Principal
Mr. Tim James, Assistant Principal
Mrs. Cari Hooper, Assistant Principal
Mr. James Stamper, Assistant Principal
Ms. Candace Lillie, Assistant Principal
Ms. Janis Qualizza, Athletic Director
Ms. Amy Beckham, Athletic Director
Mr. Brad Best, Security Director
Officer Kevin Furman, School Resource Officer

SCHOOL COUNSELING DEPARTMENT
Ms. Michelle Sulich, Assistant Principal School Counseling
Mrs. Lora Bish, Counselor (Grade 9, M-Z)
Mrs. Sarah Daniels, CCR Counselor
Ms. Grace DeWald, Counselor (Grades 10-12, Hoo-McK)
Mr. Greg Geimer, Counselor (Grades 10-12, Sfa-Z)
Ms. Betty Jordan, Counselor (Grades10-12, McL-Sez)
Mrs. Veronica Maldonado, Counselor (Grades 10-12, A-Davi)
Mrs. Kerry Wiersbe, Counselor (Grade 9, A-L)
Ms. Michelle Wilson, Counselor (Grades 10-12, Davj-Hon)
**Department Chairpersons**

<table>
<thead>
<tr>
<th>Mrs. Sarah Kennedy</th>
<th>Art</th>
<th>Mrs. Melinda Reinhart</th>
<th>Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Andrew Niksich</td>
<td>Business, Marketing &amp; IT</td>
<td>Ms. Tricia Lukawski</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Mrs. Rachel Sonnenberg</td>
<td>English</td>
<td>Mr. Joseph Atria</td>
<td>Science</td>
</tr>
<tr>
<td>Ms. Carol Von Behren</td>
<td>Family &amp; Consumer Science</td>
<td>Mr. Anthony Hofer</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Mrs. Monica DaCostaGomez</td>
<td>World Languages</td>
<td>Ms. Darcie Hofer</td>
<td>Special Education</td>
</tr>
<tr>
<td>Mrs. Kira Healy</td>
<td>Mathematics</td>
<td>Mr. Aaron Longacre</td>
<td>Technology Education</td>
</tr>
</tbody>
</table>

**General Information**

**Diploma Requirements**

Students must meet all requirements of MVSC and meet or exceed the requirements of the ISTEP Graduation Qualifying Exam in order to qualify for a diploma. Individual diploma types and requirements are outlined on pages 7 & 8 of this course guide. It is important to remember all students are required to take a math or a quantitative reasoning course during their senior year.

**Class Rank & Grade Point Average**

For purposes of ranking students, grade averages are calculated. All courses count equally toward the Grade Point Average (GPA). A student’s GPA is calculated on the following basis: A = 4 pts.; B = 3 pts.; C = 2 pts.; D = 1 pts.; F = 0 pts. If a student earned trimester grades of A, A, B, C, D there would be a total number of 14 points. To determine the GPA the total number of points is divided by the number of attempts (classes). In the case of this student, the GPA would be 2.8000.

The rank in class is based upon the cumulative grade point average (all courses taken). The rank consists of the highest grade point average being designated as number 1 and the lowest as however many students are being ranked.

Starting with the class of 2021 and beyond, Honors and AP courses will be weighted on a five point scale: A = 5 pts.; B = 4 pts.; C = 3 pts.; D = 2 pts.; F = 0 pts. Only courses taken beginning in the Fall of 9th grade will be weighted.

Students in affected classes are ranked according to Rank Points versus GPA raw score. Rank Points will be calculated as follows:

\[ \text{Rank Points} = \text{GPA Raw Score} \times (\frac{\text{# of Credits Earned}}{60}) \]

**College Bound Curriculum**

Students who are preparing to go on to a college or university are strongly encouraged to earn the minimum of a Core 40 diploma to best meet college admissions requirements. Students who will not earn a Core 40 diploma are required to meet with the counselor and parent/guardian to sign a “Diploma Opt Out” form which is required by the state. This meeting will occur in the student’s 11th grade year or upon enrollment if in 11th or 12th grade.

**Indiana Statewide Testing For Educational Progress-Plus (ISTEP+) and Remediation**

Beginning with the class of 2019, all students are required to take the ISTEP+ Graduation Qualifying Exam in grade 10 for Math and English and in grade 9 for Science. Students who do not pass either the Math or English ISTEP will be required to retest until a passing score is earned or until the end of their senior year when students are evaluated for a waiver.

**Early Graduation**

Students are eligible to graduate after the completion of nine full trimesters at Merrillville High School. Students planning to graduate at the end of their junior year need to complete an application with their counselor when they are sophomores scheduling for their junior year courses.

Students are also eligible for early graduation during their senior year. Students planning to graduate after 1st or 2nd trimester of their senior year should complete an application with their counselor when scheduling for their senior year courses. Students are not permitted to change their diploma track to graduate early.

**Academic Eligibility for College Athletics**

Students with the intention of participating in athletics at the college level are strongly encouraged to strive for a Core 40 Diploma, a Core 40 with Academic Honors Diploma, or a Core 40 with Technical Honors Diploma. Electives on the MHS Approved Course List should be chosen.

NCAA requirements for Division I colleges are aligned with Academic Honors Diploma requirements or Core 40 diploma requirements with a strong grade point average. NCAA requirements for Division II colleges align with Core 40 diplomas with a minimum of a 2.8 grade point average.

NCAA also requires students to achieve a minimum score on an SAT or ACT test that aligns with the individual student grade point average. When signing up for these tests students are required to have the scores sent directly to the Eligibility Center using code #9999.

More information regarding NCAA eligibility is available at [http://www.eligibilitycenter.org](http://www.eligibilitycenter.org/)

Your counselor can also provide answers to some NCAA eligibility questions. Please seek advice as early as your freshman year of high school if your intention is to participate in college athletics. It is important to remember the title Student Athlete and recognize that Student comes first!!
Athletic Eligibility
To be scholastically eligible for athletics, students must have received a minimum of 4 passing grades, at the end of their LAST GRADING PERIOD. Student athletes are encouraged to take a credit course for all five periods to help ensure eligibility. Being an athlete at MHS is a privilege and honor not a student right!

Transfer Students
At Merrillville High School, it is felt that the Valedictorian and Salutatorian are those students who have demonstrated their abilities in academic competition with the other members of their class. It is this understanding that leads to our school’s policy governing the way the Valedictorian and Salutatorian of each class can qualify for that honor.

All students transferring to Merrillville High School will be required to meet all Merrillville High School graduation regulations before a diploma can be granted. Transcripts of these students will be evaluated and converted to Merrillville High School standards. Transfer students will not be ranked with their class until they have received grades from Merrillville High School for at least one trimester. No transfer students will be allowed consideration for Valedictorian or Salutatorian honors until they have completed at least 4 trimesters (20 credits) of work at Merrillville High School. The last trimester of the senior year is not used in determining a Valedictorian or Salutatorian; that trimester will also not count as one of the four trimesters (trimesters) required for consideration for these honors.

If it should ever happen that a student transferring to Merrillville High School and spending less than 4 trimesters (as outlined above) as a Merrillville High School student while having a G.P.A. equal to or greater than the Merrillville High School Valedictorian or Salutatorian such student would be recognized as an outstanding transfer student at commencement exercises.

Additional Graduation Information
1. Credit may be earned beyond the minimum credits required for graduation.

2. To be eligible to graduate from Merrillville High School, a student must have the minimum of three (3) years in high school unless otherwise advised by competent guidance. In any case, all students must spend at least nine regular trimesters in high school. All requirements for graduation must be completed by the end of the trimester scheduled to be the last one. No amount of summer or night school will substitute for one of the trimesters. Midterm graduation cannot be used as a reason for taking summer or night school classes.

3. Research has shown that the practice of reading often and in variety is excellent preparation for post-secondary and college tests such as the SAT or ACT. Recognizing this, Merrillville High School has recommended that students should read and pass Reading Counts quizzes totaling at least 16 points each trimester. Although not required for graduation, the reading quizzes do count as a small percentage of every student’s English letter grade. An elective credit may be earned by reading and passing Reading Counts quizzes totaling 192 or more points. Students are also strongly recommended to read as reading is essential to achieving success in post-secondary college and career programs.

Career and Educational Planning
Post-secondary education refers to education beyond high school and includes college, technical school, business schools, apprenticeship programs, and military training.

Preparation for post-seconday education is not an easy process. It requires careful selection of courses, effort to ensure quality learning, and evaluation of individual progress. Students need to acknowledge what type of curriculum is to be followed during high school and adhere to the recommended guidelines to insure that post-secondary success is maximized. In other words, take more than the minimum entry requirements to increase chances of academic success. The more difficult the level of class taken in high school, the better a student is prepared to compete at the post-secondary level.

MHS Students are required to take at least two English classes each year of high school. The only exception would be if a student is graduating after the first trimester of the senior year then he/she will be required to take an English course in the first trimester.

Career Pathways
Career Pathways are plans of studies to enable students to achieve basic understanding and skills for college & career readiness in occupations and industries. There are 16 Indiana clusters that contain these pathways that help direct student to over 500 career and 60 industry descriptions. The Career Clusters are Agriculture; Architecture & Construction; Arts, AV Technology & Communication; Business & Marketing; Education & Training; Health Science; Hospitality & Human Services; Information Technology; Manufacturing; Public Safety; Science, Technology, Engineering & Mathematics (STEM); and Transportation.

Our Career Pathways also include, whenever possible, industry certifications, work-based learning and college dual credit. Visit our website (www.mvsc.k12.in.us/mhs) for more information. School counselors are also a good resource to obtain more information on which pathways are best for our students’ futures.

MH career Pathways:
In addition to taking the required courses for each diploma, special courses offered by Merrillville High School are included in each of the career pathways. Please see the list of classes in each career pathways on the next few pages. Students should choose the electives in the career areas of their personal interests. Students should be mindful that the lists may not be comprehensive.
Check out the Merrillville School Counseling Department Website for access to the following information and resources!!!

<table>
<thead>
<tr>
<th>Career Pathways</th>
<th>Transcript Requests</th>
<th>Scholarships</th>
<th>MHS Guidance Newsletter</th>
<th>PCI/ICE Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indiana Core Transfer Library</strong></td>
<td>Advanced Placement Information</td>
<td>SAT/ACT Test Dates</td>
<td>College Exam Preparation</td>
<td>21st Century Scholarship Information</td>
</tr>
<tr>
<td><strong>PSAT</strong></td>
<td>Tutoring Information</td>
<td>Indiana College Information</td>
<td>Peer Mediation Information</td>
<td>Guidance Staff</td>
</tr>
</tbody>
</table>

[http://merrillville.schoolwires.net/Page/1177](http://merrillville.schoolwires.net/Page/1177)
**Merrillville Course and Credit Requirements**

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>9 credits</td>
<td>Including a balance of literature, composition and speech.</td>
</tr>
</tbody>
</table>
| **Mathematics**              | 6 credits (in grades 9-12) | 2 credits: Integrated Math I (Algebra I)  
2 credits: Integrated Math II (Geometry)  
2 credits: Integrated Math III (Algebra II)  
Students must take math or quantitative reasoning course every year in high school including grade 12. |
| **Science**                  | 6 credits | 2 credits: Biology I  
2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics  
2 credits: any Core 40 science course |
| **Social Studies**           | 7 credits | 3 credits: U.S. History  
1 credit: U.S. Government  
1 credit: Economics  
2 credits: World History/Civilization or Geography/History of the World |
| **Directed Electives**       | 5 credits | World Languages  
Fine Arts  
Career and Technical Education |
| **Physical Education**       | 2 credits |                                                                                  |
| **Health and Wellness**      | 1 credit |                                                                                  |
| **Electives**                | 9 credits (College and Career Pathway recommended) |                                                                                  |
| **Total**                    | 45 credits |                                                                                  |

* For the Core 40 with Academic Honors diploma, students must:  
  - Complete all requirements for Core 40.  
  - Earn 2 additional Core 40 math credits.  
  - Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).  
  - Earn 2 Core 40 fine arts credits.  
  - Earn a grade of a “C” or better in courses that will count toward the diploma.  
  - Have a grade point average of a “B” or better.  
  - Complete one of the following:  
    A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams  
    B. Earn 6 verifiable transcpipted college credits in dual credit courses from the approved dual credit list  
    C. Earn 2 of the following  
      1. A minimum of 3 verifiable transcpipted college credits from the approved dual credit list  
      2. 2 credits in AP courses and corresponding AP exams  
    D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics, and writing sections and a minimum score of 530 on each  
    E. Earn an ACT composite score of 26 or higher and complete written section  

* For the Core 40 with Technical Honors diploma, students must:  
  - Complete all requirements for Core 40.  
  - Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:  
    1. State-approved, industry recognized certification or credential, or  
    2. Pathway dual credits from the approved dual credit list resulting in 6 transcpipted college credits  
  - Earn a grade of “C” or better in courses that will count toward the diploma.  
  - Have a grade point average of a “B” or better.  
  - Complete one of the following:  
    A. Any one of the options (A-F) of the Core 40 with Academic Honors  
    B. Earn the following scores or higher on WorkKeys: Reading for information – Level 6, Applied mathematics – Level 6, and Locating Information – Level 5  
    C. Earn following minimum score(s) on Accuplacer: Writing – 80, Reading – 90, Math – 75  
    D. Earn following minimum score(s) on Compass; Algebra – 66, Writing – 70, Reading - 80  
    E. Earn a state-approved, industry-recognized certification.
The completion of Core 40 is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) must meet to discuss the student's progress.
- The student's Graduation Plan (including four year course plan) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

## Course and Credit Requirements

<table>
<thead>
<tr>
<th><strong>English/Language Arts</strong></th>
<th><strong>9 credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits must include literature, composition and speech</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mathematics</strong></th>
<th><strong>4 credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 credits: Algebra I or Integrated Mathematics I</td>
<td></td>
</tr>
<tr>
<td>2 credits: Any math course</td>
<td></td>
</tr>
</tbody>
</table>

*General diploma students are required to earn 2 credits in a Math or Quantitative Reasoning (QR) course during their junior and senior year. QR courses do not count as math credits.*

<table>
<thead>
<tr>
<th><strong>Science</strong></th>
<th><strong>4 credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 credits: Biology I</td>
<td></td>
</tr>
<tr>
<td>2 credits: Any science course</td>
<td></td>
</tr>
</tbody>
</table>

*At least one credit must be from a Physical Science or Earth and Space Science course*

<table>
<thead>
<tr>
<th><strong>Social Studies</strong></th>
<th><strong>5 credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credits: U.S. History (I, II, III)</td>
<td></td>
</tr>
<tr>
<td>1 credit: U.S. Government</td>
<td></td>
</tr>
<tr>
<td>1 credit: Economics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Physical Education</strong></th>
<th><strong>2 credits</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Health and Wellness</strong></th>
<th><strong>1 credit</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>College and Career Pathway Courses</strong></th>
<th><strong>6 credits</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Flex Credit</strong></th>
<th><strong>5 credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Flex Credits must come from one of the following:</td>
<td></td>
</tr>
<tr>
<td>- Additional elective courses in a College and Career Pathway</td>
<td></td>
</tr>
<tr>
<td>- Courses involving workplace learning such as Cooperative Education, Internship courses or Work-based Learning</td>
<td></td>
</tr>
<tr>
<td>- High school/college dual credit courses</td>
<td></td>
</tr>
<tr>
<td>- Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Electives</strong></th>
<th><strong>9 credits</strong></th>
</tr>
</thead>
</table>

Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

| **45 Total Credits Required** |
# TABLE OF CONTENTS

### COURSE GUIDE

- **ART DEPARTMENT**
  - INTRODUCTION TO TWO-DIMENSIONAL ART (L) 4000 (2D ART) ........................................... 18
  - INTRODUCTION TO THREE DEMINSIONAL ART 4002 (3D ART) ........................................... 18
  - ART HISTORY 4024 (ART HIST) ........................................... 19
  - CERAMICS (L) 4040 (CERAMICS) ........................................... 19
  - DIGITAL DESIGN (L) 4082 (DIG DESIGN) ........................................... 19
  - DRAWING (L) 4060 (DRAWING) ........................................... 20
  - ADVANCED TWO-DIMENSIONAL ART (L) 4004 (ADV 2D ART) ........................................... 20
  - AP STUDIO ART DRAWING 4048 (ART DRP AP) ........................................... 20
  - PAINTING (L) 4064 (PAINTING) ........................................... 21
  - PHOTOGRAPHY (L) 4062 (PHOTOGRAPH) ........................................... 21
  - PRINTMAKING (L) 4066 (PRINTMKG) ........................................... 21
  - SCULPTURE (L) 4044 (SCULPT) ........................................... 22
  - VISUAL COMMUNICATION (L) 4086 (VIS COMM) ........................................... 22
  - ADVANCED PLACEMENT STUDIO ART 2D DESIGN 4004 (ART AD AP) ........................................... 22
  - ADVANCED PLACEMENT STUDIO ART 3D DESIGN 4004 (ART AD AP) ........................................... 23
  - ADVANCED PLACEMENT STUDIO ART HISTORY 4025 (ART HIST AP) ........................................... 23

- **BUSINESS, MARKETING & IT DEPARTMENT**
  - INTRODUCTION TO ACCOUNTING 4524 (INTO ACC) ........................................... 24
  - ADVANCED ACCOUNTING 4522 (ADV ACCT) ........................................... 24
  - PERSONAL FINANCIAL RESPONSIBILITY 4540 (PRS FIN RSP) ........................................... 25
  - BANKING AND INVESTMENT CAPSTONE 5258 (BANK INVEST) ........................................... 25
  - PREPARING FOR COLLEGE AND CAREERS 5394 (PREP CC) ........................................... 25
  - INTRODUCTION TO BUSINESS 4518 (INTO BUSS) ........................................... 26
  - INTRODUCTION TO ENTREPRENEURSHIP 5967 (INTO ENTR) ........................................... 26
  - ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE 5966 (ENT VENT CAP) ........................................... 26
  - BUSINESS LAW AND ETHICS 4560 (BUS LAW ETH) ........................................... 27
  - PRINCIPLES OF BUSINESS MANAGEMENT 4562 (BUS MGMT) ........................................... 27
  - ADMINISTRATIVE & OFFICE MANAGEMENT 5268 (ADV BUS) ........................................... 27
  - PRINCIPLES OF MARKETING 5914 (PRN MRKT) ........................................... 28
  - SPORTS AND ENTERTAINMENT MARKETING 5984 (SPRT ENT MRK) ........................................... 28
  - MARKETING IN HOSPITALITY AND TOURISM 5982 (MKT HOSP) ........................................... 28
  - MERCHANDISING 5962 (MERCH) ........................................... 29
  - STRATEGIC MARKETING 5918 (STRT MRKT) ........................................... 29
  - DIGITAL APPLICATIONS AND RESPONSIBILITY 4528 (DIG APPS RESP) ........................................... 29
  - INTRODUCTION TO COMPUTER SCIENCE 4803 (INTO CS) ........................................... 30
  - COMPUTER SCIENCE I 4801 (COM SCI I) ........................................... 30
  - COMPUTER SCIENCE II: DATABASES 5250 (CS II DATA) ........................................... 30
  - COMPUTER SCIENCE II: INFORMATICS 5251 (CS II INFO) ........................................... 31
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPUTER SCIENCE II: PROGRAMMING</td>
<td>5236 (CS II PROG)</td>
</tr>
<tr>
<td>AP COMPUTER SCIENCE A</td>
<td>4570 (COMP SCI AP)</td>
</tr>
<tr>
<td>WEB DESIGN</td>
<td>4574 (WEB DESIGN)</td>
</tr>
<tr>
<td>INTERACTIVE MEDIA</td>
<td>5232 (INT MEDIA)</td>
</tr>
<tr>
<td>WORK BASED LEARNING – BUSINESS &amp; MARKETING</td>
<td>5260 (WBL BUS)</td>
</tr>
<tr>
<td>INTERDISCIPLINARY COOPERATIVE EDUCATION</td>
<td>5902 (ICE)</td>
</tr>
</tbody>
</table>

**ENGLISH DEPARTMENT**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 9</td>
<td>1002 (ENG 9)</td>
</tr>
<tr>
<td>COMPOSITION</td>
<td>1090 (COMP)</td>
</tr>
<tr>
<td>ENGLISH 9 HONORS</td>
<td>1002H (ENG 9H)</td>
</tr>
<tr>
<td>COMPOSITION HONORS</td>
<td>1090H (COMP H)</td>
</tr>
<tr>
<td>ENGLISH 10</td>
<td>1004 (ENG 10)</td>
</tr>
<tr>
<td>ENGLISH 10 HONORS</td>
<td>1004H (ENG 10 H)</td>
</tr>
<tr>
<td>ENGLISH 11</td>
<td>1006 (ENG 11)</td>
</tr>
<tr>
<td>AMERICAN LITERATURE</td>
<td>1020 (AMER LIT)</td>
</tr>
<tr>
<td>ENGLISH LITERATURE</td>
<td>1030 (ENG LIT)</td>
</tr>
<tr>
<td>ENGLISH 12</td>
<td>1008 (ENG 12)</td>
</tr>
<tr>
<td>ENGLISH 12 HONORS</td>
<td>1008H (ENG 12 H)</td>
</tr>
<tr>
<td>ADVANCED COMPOSITION</td>
<td>1098 (ADV COMP)</td>
</tr>
<tr>
<td>ADVANCED COMPOSITION HONORS</td>
<td>1098H (ADV COMP H)</td>
</tr>
<tr>
<td>AP ENGLISH LANGUAGE AND COMPOSITION</td>
<td>1056 (LNG/COMP AP)</td>
</tr>
<tr>
<td>AP LITERATURE AND COMPOSITION</td>
<td>1058 (LIT/COMP AP)</td>
</tr>
<tr>
<td>DRAMATIC LITERATURE</td>
<td>1028 (DRAMA LIT)</td>
</tr>
<tr>
<td>CLASSICAL LITERATURE</td>
<td>1026 (CLASS LIT)</td>
</tr>
<tr>
<td>FILM LITERATURE</td>
<td>1034 (FILM LIT)</td>
</tr>
<tr>
<td>SPEECH</td>
<td>1076 (SPEECH)</td>
</tr>
<tr>
<td>ADVANCED SPEECH AND COMMUNICATION</td>
<td>1078 (ADV SPEECH)</td>
</tr>
<tr>
<td>DEBATE</td>
<td>1070 (DEBATE)</td>
</tr>
<tr>
<td>ADVANCED DEBATE</td>
<td>1070 (ADV DEBATE)</td>
</tr>
<tr>
<td>THEMES IN LITERATURE- YOUNG ADULT NOVEL</td>
<td>1048 (THEMES LIT)</td>
</tr>
<tr>
<td>CONTEMPORARY LITERATURE</td>
<td>1054 (CONTEM LIT)</td>
</tr>
<tr>
<td>CREATIVE WRITING</td>
<td>1092 (CREAT WRIT)</td>
</tr>
<tr>
<td>JOURNALISM</td>
<td>1080 (JRNALISM)</td>
</tr>
<tr>
<td>STUDENT MEDIA</td>
<td>1086 (STDNT MEDIA)</td>
</tr>
<tr>
<td>BASIC SKILLS DEVELOPMENT-ENGLISH</td>
<td>0500 (BAS SKLS)</td>
</tr>
<tr>
<td>LANGUAGE ARTS LAB</td>
<td>1010 (LANG LAB)</td>
</tr>
<tr>
<td>ENGLISH AS A NEW LANGUAGE</td>
<td>1012 OR 2188 (ENL)</td>
</tr>
<tr>
<td>DEVELOPMENTAL READING</td>
<td>1120 (DEV READING)</td>
</tr>
<tr>
<td>LIBRARY MEDIA</td>
<td>1082 (LBRY MEDIA)</td>
</tr>
</tbody>
</table>

10
## FAMILY AND CONSUMER SCIENCES DEPARTMENT

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADULT ROLES AND RESPONSIBILITIES</td>
<td>5330</td>
<td>45</td>
</tr>
<tr>
<td>HUMAN DEVELOPMENT AND WELLNESS</td>
<td>5366</td>
<td>45</td>
</tr>
<tr>
<td>CHILD DEVELOPMENT</td>
<td>5362</td>
<td>46</td>
</tr>
<tr>
<td>ADVANCED CHILD DEVELOPMENT</td>
<td>5360</td>
<td>46</td>
</tr>
<tr>
<td>EARLY CHILDHOOD EDUCATION I</td>
<td>5412</td>
<td>47</td>
</tr>
<tr>
<td>EARLY CHILDHOOD EDUCATION II</td>
<td>5406</td>
<td>47</td>
</tr>
<tr>
<td>NUTRITION AND WELLNESS</td>
<td>5342</td>
<td>48</td>
</tr>
<tr>
<td>ADVANCED NUTRITION AND WELLNESS</td>
<td>5340</td>
<td>48</td>
</tr>
<tr>
<td>INTRODUCTION TO CULINARY ARTS AND HOSPITALITY</td>
<td>5438</td>
<td>48</td>
</tr>
<tr>
<td>CULINARY ARTS AND HOSPITALITY MANAGEMENT I</td>
<td>5440</td>
<td>49</td>
</tr>
<tr>
<td>CULINARY ARTS &amp; HOSPITALITY II: CULINARY ARTS</td>
<td>5346</td>
<td>49</td>
</tr>
<tr>
<td>INTERPERSONAL RELATIONSHIPS</td>
<td>5364</td>
<td>50</td>
</tr>
<tr>
<td>INTRODUCTION TO HOUSING AND INTERIOR DESIGN</td>
<td>5350</td>
<td>50</td>
</tr>
<tr>
<td>EDUCATION PROFESSIONS I</td>
<td>5408</td>
<td>51</td>
</tr>
<tr>
<td>EDUCATION PROFESSIONS II</td>
<td>5404</td>
<td>51</td>
</tr>
<tr>
<td>HUMAN AND SOCIAL SERVICES I</td>
<td>5336</td>
<td>52</td>
</tr>
<tr>
<td>HUMAN AND SOCIAL SERVICES II</td>
<td>5462</td>
<td>52</td>
</tr>
<tr>
<td>WORK BASED LEARNING CAPSTONE</td>
<td>5480</td>
<td>53</td>
</tr>
</tbody>
</table>

## MATHEMATICS DEPARTMENT

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTEGRATED MATHEMATICS I LAB</td>
<td>2518</td>
<td>54</td>
</tr>
<tr>
<td>INTEGRATED MATH I</td>
<td>2554</td>
<td>55</td>
</tr>
<tr>
<td>INTEGRATED MATH II</td>
<td>2556</td>
<td>55</td>
</tr>
<tr>
<td>HONORS INTEGRATED MATH II</td>
<td>2556H</td>
<td>55</td>
</tr>
<tr>
<td>INTEGRATED MATH III</td>
<td>2558</td>
<td>56</td>
</tr>
<tr>
<td>HONORS INTEGRATED MATH III</td>
<td>2558H</td>
<td>56</td>
</tr>
<tr>
<td>PRE-CALCULUS</td>
<td>2564</td>
<td>56</td>
</tr>
<tr>
<td>HONORS PRE-CALCULUS</td>
<td>2564h</td>
<td>57</td>
</tr>
<tr>
<td>FINITE MATHEMATICS</td>
<td>2530</td>
<td>57</td>
</tr>
<tr>
<td>AP CALCULUS AB</td>
<td>2562</td>
<td>57</td>
</tr>
<tr>
<td>PROBABILITY AND STATISTICS</td>
<td>2546</td>
<td>58</td>
</tr>
<tr>
<td>AP STATISTICS</td>
<td>2570</td>
<td>58</td>
</tr>
<tr>
<td>TRIGONOMETRY</td>
<td>2566</td>
<td>58</td>
</tr>
<tr>
<td>BUSINESS MATH</td>
<td>4512</td>
<td>59</td>
</tr>
<tr>
<td>MATH 10</td>
<td>2531</td>
<td>59</td>
</tr>
<tr>
<td>BASIC SKILLS DEVELOPMENT - MATH</td>
<td>0500</td>
<td>59</td>
</tr>
</tbody>
</table>
## MISCELLANEOUS DEPARTMENTS

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIMINAL JUSTICE I</td>
<td>5822 (CRIME I)</td>
</tr>
<tr>
<td>CRIMINAL JUSTICE II</td>
<td>5824 (CRIME II)</td>
</tr>
<tr>
<td>EMERGENCY MEDICAL SERVICES</td>
<td>5210 (EMS)</td>
</tr>
<tr>
<td>FIRE AND RESCUE I</td>
<td>5820 (FIRE RSCU I)</td>
</tr>
<tr>
<td>FIRE AND RESCUE II</td>
<td>5826 (FIRE RSCU II)</td>
</tr>
<tr>
<td>JUNIOR RESERVE OFFICER TRAINING (AIR FORCE)</td>
<td>0516 (JR ROTC)</td>
</tr>
<tr>
<td>PEER TUTORING</td>
<td>0520 (PEER TUTR)</td>
</tr>
<tr>
<td>RADIO AND TELEVISION I – BASIC PNN</td>
<td>5986 (RAD TV I)</td>
</tr>
<tr>
<td>RADIO AND TELEVISION II – PNN MORNING SHOW BROADCAST</td>
<td>5992 (RAD TV I)</td>
</tr>
<tr>
<td>RADIO AND TELEVISION II – ADVANCED PNN: FRIDAY SHOW</td>
<td>5992 (RAD TV II)</td>
</tr>
</tbody>
</table>

## PERFORMING ARTS DEPARTMENT

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPLIED MUSIC (L)</td>
<td>4200 (APPL MUS)</td>
</tr>
<tr>
<td>APPLIED MUSIC (L) - GUITAR</td>
<td>4200 (APPL MUS)</td>
</tr>
<tr>
<td>PIANO AND ELECTRONIC KEYBOARD (L)</td>
<td>4204 (PIANO KEY)</td>
</tr>
<tr>
<td>BEGINNING CHORUS (L)</td>
<td>4182 (BEG CHOR)</td>
</tr>
<tr>
<td>INTERMEDIATE CHORUS (L)</td>
<td>4186 (INT CHOR)</td>
</tr>
<tr>
<td>ADVANCED CHORUS (L)</td>
<td>4188 (ADV CHOR)</td>
</tr>
<tr>
<td>BEGINNING CONCERT BAND (L)</td>
<td>4160 (BEG BAND)</td>
</tr>
<tr>
<td>INTERMEDIATE CONCERT BAND (L)</td>
<td>4168 (INT BAND)</td>
</tr>
<tr>
<td>ADVANCED CONCERT BAND (L)</td>
<td>4170 (ADV BAND)</td>
</tr>
<tr>
<td>BEGINNING ORCHESTRA (L)</td>
<td>4166 (BEG ORCH)</td>
</tr>
<tr>
<td>INTERMEDIATE ORCHESTRA (L)</td>
<td>4172 (INT ORCH)</td>
</tr>
<tr>
<td>ADVANCED ORCHESTRA (L)</td>
<td>4174 (ADV ORCH)</td>
</tr>
<tr>
<td>JAZZ ENSEMBLE (L)</td>
<td>4164 (JAZZ ENS)</td>
</tr>
<tr>
<td>MUSIC THEORY AND COMPOSITION (L)</td>
<td>4208 (MUS THEORY)</td>
</tr>
<tr>
<td>MUSIC HISTORY AND APPRECIATION</td>
<td>4206 (MUS HIST)</td>
</tr>
<tr>
<td>THEATRE ARTS (L)</td>
<td>4242 (THTR ARTS)</td>
</tr>
<tr>
<td>TECHNICAL THEATRE (L)</td>
<td>4244 (TECH THTR)</td>
</tr>
<tr>
<td>ADVANCED TECHNICAL THEATRE (L)</td>
<td>4252 (ADV TECH TH)</td>
</tr>
<tr>
<td>THEATRE ARTS, SPECIAL TOPICS (L) – MUSICAL THEATRE</td>
<td>4254 (THTR ART ST)</td>
</tr>
<tr>
<td>ADVANCED ACTING (L)</td>
<td>4250 (ADV ACTING)</td>
</tr>
<tr>
<td>THEATRE PRODUCTION (L)</td>
<td>4248 (THTR PROD)</td>
</tr>
</tbody>
</table>
HEALTH AND PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION I (L) ........................................... 3542 (PHYS ED) .......................... 73
PHYSICAL EDUCATION II (L) ..................................... 3544 (PHYS ED II) ..................... 74
HEALTH & WELLNESS EDUCATION .......................... 3506 (HLTH&WELL) .................. 74
CURRENT HEALTH ISSUES ..................................... 3508 (CHI) ............................. 75
ELECTIVE PHYSICAL EDUCATION (L) - ADVANCED FITNESS .......................... 3560 (ELECT PE) ................... 75
INTRODUCTION TO HEALTH SCIENCE CAREERS .......... 5272 (INTRO HS CAREERS) .......... 75
HEALTH SCIENCE EDUCATION I .................................. 5282 (HLTH ED I) .............. 76
HEALTH SCIENCE EDUCATION II: PHYSICAL THERAPY .................................. 5215 (HAS II PT) .............. 76
HEALTH SCIENCE EDUCATION II: ATHLETIC TRAINING ................................ 5290 (HSE II ATH) .......... 76
HEALTH SCIENCE EDUCATION II: SPECIAL TOPICS – LIFEGUARD TRAINING ........... 5286 (HSE II ST) .......... 77
HEALTH SCIENCE EDUCATION II: NURSING ...................... 5281 (HSE II-NURS) .......... 77

SCIENCE DEPARTMENT

ANATOMY AND PHYSIOLOGY .................................... 5276 (A & P) ............................. 79
BIOLOGY I (L) .................................................. 3024 (BIO I) ............................. 79
HONORS BIOLOGY I ............................................. 3024H (BIO IH) ...................... 79
AP BIOLOGY (L) ............................................... 3020 (BIO AP) .......................... 80
CHEMISTRY I (L) ............................................... 3064 (CHEM I) .......................... 80
HONORS CHEMISTRY I (L) .................................... 3064 (CHEM I H) ................... 80
ADVANCED SCIENCE, SPECIAL TOPICS (L) – CHEMISTRY ENRICHMENT ................. 3092 (ADV SCI ST) .......... 81
AP CHEMISTRY (L) ............................................. 3060 (CHEM AP) ...................... 81
PHYSICS I (L) .................................................. 3084 (PHYS I) .......................... 81
AP PHYSICS 1 (L) .............................................. 3080 (PHYS 1 AP) ..................... 82
AP PHYSICS 2 (L) .............................................. 3081 (PHYS 2 AP) ..................... 82
EARTH AND SPACE SCIENCE I (L) ............................. 3044 (EAS SCI I) ................... 82
INTEGRATED CHEMISTRY-PHYSICS (L) ......................... 3108 (ICP) .......................... 82
LIFE SCIENCE (L) ............................................... 3030 (LIFE SCI) ....................... 83
PHYSICAL SCIENCE (L) ........................................ 3102 (PHY SCI) ....................... 83
PLTW PRINCIPLES OF BIOMEDICAL SCIENCES .................. 5218 (PRIN BIOMED) .......... 83
PLTW HUMAN BODY SYSTEMS .................................. 5216 (HUMAN SYST) .......... 83
PLTW MEDICAL INTERVENTIONS .................................. 5217 (MED INTERV) ........ 84
PLTW BIOMEDICAL INNOVATIONS ...................................... 5219 (BIO INN) ........ 84
ADVANCED SCIENCE, SPECIAL TOPICS (L) – BOTANY .................................. 3092 (ADV SCI ST) .......... 84
ADVANCED SCIENCE, SPECIAL TOPICS (L) – MICROBIOLOGY .......................... 3092 (ADV SCI ST) .......... 85
ADVANCED SCIENCE, SPECIAL TOPICS (L) – ZOOLOGY .................................. 3092 (ADV SCI ST) .......... 85
MEDICAL TERMINOLOGY ........................................ 5274 (MED TERMS) ............ 86
FOOD SCIENCE .................................................. 5102 (FOOD SCI) ..................... 86
ADVANCED LIFE SCIENCE: FOODS .................................. 5072 (ALS FOODS) ........ 86
NUTRITION SCIENCE CAREERS I .............................. 5456 (NUT SCI CAR I) ........ 87
NUTRITION SCIENCE CAREERS II .................................. 5457 (NUT SCI CAR II) ........ 87
### SOCIAL STUDIES DEPARTMENT

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECONOMICS</td>
<td>1514 (ECON)</td>
<td>88</td>
</tr>
<tr>
<td>ETHNIC STUDIES</td>
<td>1516 (ETH STUDIES)</td>
<td>88</td>
</tr>
<tr>
<td>GEOGRAPHY AND HISTORY OF THE WORLD</td>
<td>1570 (GEO-HST WLD)</td>
<td>89</td>
</tr>
<tr>
<td>WORLD HISTORY AND CIVILIZATION</td>
<td>1548 (WLD HST/CVL)</td>
<td>89</td>
</tr>
<tr>
<td>UNITED STATES GOVERNMENT</td>
<td>1540 (US GOVT)</td>
<td>90</td>
</tr>
<tr>
<td>AP UNITED STATES GOVERNMENT AND POLITICS</td>
<td>1560 (US GOVT AP)</td>
<td>90</td>
</tr>
<tr>
<td>AP MACROECONOMICS</td>
<td>1564 (MACRO-ECON)</td>
<td>90</td>
</tr>
<tr>
<td>AP MICROECONOMICS</td>
<td>1566 (MICRO-ECON)</td>
<td>91</td>
</tr>
<tr>
<td>PSYCHOLOGY</td>
<td>1532 (PSYCH)</td>
<td>91</td>
</tr>
<tr>
<td>AP PSYCHOLOGY</td>
<td>1558 (PSYCH AP)</td>
<td>91</td>
</tr>
<tr>
<td>SOCIOLOGY</td>
<td>1534 (SOCIOLOGY)</td>
<td>92</td>
</tr>
<tr>
<td>UNITED STATES HISTORY I &amp; II</td>
<td>1542 (US HIST)</td>
<td>92</td>
</tr>
<tr>
<td>TOPICS IN HISTORY – US HISTORY III</td>
<td>1538 (TOP HIST)</td>
<td>92</td>
</tr>
<tr>
<td>AP UNITED STATES HISTORY</td>
<td>1562 (US HIST AP)</td>
<td>93</td>
</tr>
<tr>
<td>TOPICS IN SOCIAL SCIENCE: AMERICAN CULTURE</td>
<td>1550 (TOPICS SS)</td>
<td>93</td>
</tr>
<tr>
<td>TOPICS IN HISTORY: HISTORY OF WAR</td>
<td>1538 (TOP HIST)</td>
<td>93</td>
</tr>
<tr>
<td>INDIANA STUDIES</td>
<td>1518 (IN STUDIES)</td>
<td>94</td>
</tr>
</tbody>
</table>

### SPECIAL EDUCATION – DIPLOMA TRACK

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH 9</td>
<td>1002 (ENG 9)</td>
<td>95</td>
</tr>
<tr>
<td>COMPOSITION</td>
<td>1090 (COMP)</td>
<td>96</td>
</tr>
<tr>
<td>ENGLISH 10</td>
<td>1004 (ENG 10)</td>
<td>96</td>
</tr>
<tr>
<td>ENGLISH 11</td>
<td>1006 (ENG 11)</td>
<td>96</td>
</tr>
<tr>
<td>ENGLISH 12</td>
<td>1008 (ENG 12)</td>
<td>97</td>
</tr>
<tr>
<td>MATH 10</td>
<td>2531 (MTH 10)</td>
<td>97</td>
</tr>
<tr>
<td>INTEGRATED MATH I</td>
<td>2554 (INT MATH I)</td>
<td>97</td>
</tr>
<tr>
<td>BUSINESS MATH</td>
<td>4512 (BUS MATH)</td>
<td>98</td>
</tr>
<tr>
<td>LIFE SCIENCE (L)</td>
<td>3030 (LIFE SCI)</td>
<td>98</td>
</tr>
<tr>
<td>PHYSICAL SCIENCE (L)</td>
<td>3102 (PHY SCI)</td>
<td>98</td>
</tr>
<tr>
<td>BIOLOGY I A &amp; B (L)</td>
<td>3024 (BIO I)</td>
<td>98</td>
</tr>
<tr>
<td>UNITED STATES HISTORY I &amp; II</td>
<td>1542 (US HIST)</td>
<td>99</td>
</tr>
<tr>
<td>TOPICS IN HISTORY – US HISTORY III</td>
<td>1538 (TOP HIST)</td>
<td>99</td>
</tr>
<tr>
<td>UNITED STATES GOVERNMENT</td>
<td>1540 (US GOVT)</td>
<td>99</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>1514 (ECON)</td>
<td>100</td>
</tr>
<tr>
<td>INDIANA HISTORY</td>
<td>1518 (IN STUDIES)</td>
<td>100</td>
</tr>
<tr>
<td>HEALTH &amp; WELLNESS EDUCATION</td>
<td>3506 (HLTH&amp;WELL)</td>
<td>100</td>
</tr>
<tr>
<td>BASIC SKILLS DEVELOPMENT – ENGLISH</td>
<td>0500 (BAS SKLS)</td>
<td>101</td>
</tr>
<tr>
<td>BASIC SKILLS DEVELOPMENT - MATH</td>
<td>0500 (BAS SKLS)</td>
<td>101</td>
</tr>
<tr>
<td>Course</td>
<td>Code</td>
<td>Credits</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td>APPLIED ENGLISH 9</td>
<td>1002A (ENG 9)</td>
<td>103</td>
</tr>
<tr>
<td>APPLIED COMPOSITION</td>
<td>1090A (COMP)</td>
<td>103</td>
</tr>
<tr>
<td>APPLIED ENGLISH 10</td>
<td>1004A (ENG 10)</td>
<td>103</td>
</tr>
<tr>
<td>APPLIED ENGLISH 11</td>
<td>1006A (ENG 11)</td>
<td>103</td>
</tr>
<tr>
<td>APPLIED ENGLISH 12</td>
<td>1008A (ENG 12)</td>
<td>104</td>
</tr>
<tr>
<td>APPLIED DEVELOPMENTAL READING</td>
<td>1120A (DEV READING)</td>
<td>104</td>
</tr>
<tr>
<td>APPLIED LANGUAGE ARTS LAB</td>
<td>1010A (LANG LAB)</td>
<td>104</td>
</tr>
<tr>
<td>APPLIED ALGEBRA I</td>
<td>2520A (ALG I)</td>
<td>104</td>
</tr>
<tr>
<td>APPLIED BUSINESS MATH</td>
<td>4512A (BUS MATH)</td>
<td>105</td>
</tr>
<tr>
<td>APPLIED MATHEMATICS LAB</td>
<td>2560A (MATH LAB)</td>
<td>105</td>
</tr>
<tr>
<td>APPLIED BIOLOGY I A &amp; B (L)</td>
<td>3024A (BIO I)</td>
<td>105</td>
</tr>
<tr>
<td>APPLIED LIFE SCIENCE (L)</td>
<td>3030A (LIFE SCI)</td>
<td>105</td>
</tr>
<tr>
<td>APPLIED PHYSICAL SCIENCE (L)</td>
<td>3102A (PHY SCI)</td>
<td>106</td>
</tr>
<tr>
<td>APPLIED EARTH &amp; SPACE SCIENCE I</td>
<td>3044A (EAS SCI I)</td>
<td>106</td>
</tr>
<tr>
<td>APPLIED TOPICS IN HISTORY</td>
<td>1538A (TOP HIST)</td>
<td>106</td>
</tr>
<tr>
<td>APPLIED INDIANA STUDIES</td>
<td>1518A (IN STUDIES)</td>
<td>106</td>
</tr>
<tr>
<td>APPLIED GEOGRAPHY &amp; HISTORY OF THE WORLD</td>
<td>1570A (GEO-HST WLD)</td>
<td>107</td>
</tr>
<tr>
<td>APPLIED CURRENT PROBLEMS, ISSUES AND EVENTS</td>
<td>1512A (CPIE)</td>
<td>107</td>
</tr>
<tr>
<td>APPLIED STATE AND LOCAL GOVERNMENT</td>
<td>1536A (ST/LOC GOVT)</td>
<td>107</td>
</tr>
<tr>
<td>APPLIED ECONOMICS</td>
<td>1514A (ECON)</td>
<td>108</td>
</tr>
<tr>
<td>APPLIED PHYSICAL EDUCATION I</td>
<td>3542A (PHYS ED I)</td>
<td>108</td>
</tr>
<tr>
<td>APPLIED PHYSICAL EDUCATION II</td>
<td>3544A (PHYS ED II)</td>
<td>108</td>
</tr>
<tr>
<td>APPLIED ELECTIVE PHYSICAL EDUCATION</td>
<td>3560A (ELECT PE)</td>
<td>108</td>
</tr>
<tr>
<td>APPLIED HEALTH &amp; WELLNESS EDUCATION</td>
<td>3506A (HLTH&amp;WELL)</td>
<td>109</td>
</tr>
<tr>
<td>APPLIED CURRENT HEALTH ISSUES</td>
<td>3508A (CHI)</td>
<td>109</td>
</tr>
<tr>
<td>APPLIED BASIC SKILLS DEVELOPMENT</td>
<td>0500A (BASIC SKLS)</td>
<td>109</td>
</tr>
<tr>
<td>APPLIED PREPARING FOR COLLEGE AND CAREERS</td>
<td>5394A (PREP CC)</td>
<td>110</td>
</tr>
<tr>
<td>APPLIED CAREER INFORMATION AND EXPLORATION</td>
<td>0522A (CARR INFO)</td>
<td>110</td>
</tr>
<tr>
<td>APPLIED CAREER EXPLORATION INTERNSHIP</td>
<td>0530A (CARR EXP)</td>
<td>110</td>
</tr>
<tr>
<td>APPLIED COMMUNITY SERVICE</td>
<td>0524A (COMM SERV)</td>
<td>111</td>
</tr>
<tr>
<td>APPLIED PERSONAL FINANCIAL RESPONSIBILITY</td>
<td>4540A (PRS FIN RSP)</td>
<td>111</td>
</tr>
<tr>
<td>APPLIED NUTRITION &amp; WELLNESS</td>
<td>5342A (NTRN WLNS)</td>
<td>111</td>
</tr>
<tr>
<td>APPLIED INTERPERSONAL RELATIONSHIPS</td>
<td>5364A (INTRP RLT)</td>
<td>111</td>
</tr>
<tr>
<td>APPLIED ADULT ROLES AND RESPONSABILITIES</td>
<td>5330A (ADULTROLES)</td>
<td>112</td>
</tr>
<tr>
<td>APPLIED HUMAN DEVELOPMENT</td>
<td>5366A (HUMAN DEV)</td>
<td>112</td>
</tr>
<tr>
<td>COURSE</td>
<td>CREDIT HOURS</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>INTRODUCTION TO TRANSPORTATION</td>
<td>4798 (INT TRANS)</td>
<td></td>
</tr>
<tr>
<td>AUTOMOTIVE SERVICES TECHNOLOGY I</td>
<td>5510 (AUTO TECH I)</td>
<td></td>
</tr>
<tr>
<td>AUTOMOTIVE SERVICES TECHNOLOGY II</td>
<td>5546 (AUTO TECH II)</td>
<td></td>
</tr>
<tr>
<td>TRANSPORTATION SYSTEMS</td>
<td>4786 (TRANS SYST)</td>
<td></td>
</tr>
<tr>
<td>INTRODUCTION TO ENGINEERING DESIGN</td>
<td>4802 NON-PLTW (INT ENG DES)</td>
<td></td>
</tr>
<tr>
<td>PRINCIPLES OF ENGINEERING</td>
<td>5644 NON-PLTW (PRNC ENG)</td>
<td></td>
</tr>
<tr>
<td>INTRODUCTION TO CONSTRUCTION</td>
<td>4792 (INT CONST)</td>
<td></td>
</tr>
<tr>
<td>CONSTRUCTION SYSTEMS</td>
<td>4782 (CONS SYST)</td>
<td></td>
</tr>
<tr>
<td>CONSTRUCTION TRADES I</td>
<td>5580 (CONST TECH I)</td>
<td></td>
</tr>
<tr>
<td>CONSTRUCTION TRADES II</td>
<td>5578 (CONST TRA II)</td>
<td></td>
</tr>
<tr>
<td>CONSTRUCTION TRADES: ELECTRICAL I</td>
<td>4830 (CONST ECT I)</td>
<td></td>
</tr>
<tr>
<td>INTRODUCTION TO DESIGN PROCESSES</td>
<td>4794 (INT DES PRO)</td>
<td></td>
</tr>
<tr>
<td>COMPUTERS IN DESIGN AND PRODUCTION</td>
<td>4800 (COMP DES)</td>
<td></td>
</tr>
<tr>
<td>INTRODUCTION TO MANUFACTURING</td>
<td>4784 (INT MAN)</td>
<td></td>
</tr>
<tr>
<td>WELDING TECHNOLOGY I</td>
<td>5776 (WELD TECH I)</td>
<td></td>
</tr>
<tr>
<td>WELDING TECHNOLOGY II</td>
<td>5778 (WELD TECH II)</td>
<td></td>
</tr>
<tr>
<td>ARCHITECTURAL DRAFTING AND DESIGN I</td>
<td>5640 (ARCH DDI)</td>
<td></td>
</tr>
<tr>
<td>ARCHITECTURAL DRAFTING AND DESIGN II</td>
<td>5652 (ARCH DDI)</td>
<td></td>
</tr>
<tr>
<td>MECHANICAL DRAFTING AND DESIGN I</td>
<td>4836 (MECH DD I)</td>
<td></td>
</tr>
<tr>
<td>MECHANICAL DRAFTING AND DESIGN II</td>
<td>4838 (MECH DD II)</td>
<td></td>
</tr>
<tr>
<td>COMPUTER ILLUSTRATION AND GRAPHICS</td>
<td>4516 (COMP ILL GRPH)</td>
<td></td>
</tr>
<tr>
<td>GRAPHIC DESIGN AND LAYOUT</td>
<td>5550 (GRAPH DES LT)</td>
<td></td>
</tr>
<tr>
<td>GRAPHIC IMAGING TECHNOLOGY I</td>
<td>5572 (GRAPH TECH)</td>
<td></td>
</tr>
<tr>
<td>GRAPHIC IMAGING TECHNOLOGY II</td>
<td>5572 (GRAPH TECH)</td>
<td></td>
</tr>
<tr>
<td>ELECTRONICS AND COMPUTER TECHNOLOGY I</td>
<td>5684 (ELECT TECH I)</td>
<td></td>
</tr>
<tr>
<td>ELECTRONICS AND COMPUTER TECHNOLOGY II</td>
<td>5694 (ELECT TECH II)</td>
<td></td>
</tr>
<tr>
<td>INDUSTRIAL AUTOMATION AND ROBOTICS I A &amp; B</td>
<td>5610 (AUTO ROB I)</td>
<td></td>
</tr>
<tr>
<td>INDUSTRIAL AUTOMATION AND ROBOTICS II A &amp; B</td>
<td>5612 (AUTO ROB II)</td>
<td></td>
</tr>
<tr>
<td>DIGITAL ELECTRONICS</td>
<td>5538 NON-PLTW (DIG ELEC)</td>
<td></td>
</tr>
<tr>
<td>COMPUTER TECH SUPPORT</td>
<td>5230 (COMP TECH)</td>
<td></td>
</tr>
<tr>
<td>NETWORKING I</td>
<td>5234 (NET I)</td>
<td></td>
</tr>
<tr>
<td>NETWORKING II: INFRASTRUCTURE</td>
<td>4588 (NET II INFRA)</td>
<td></td>
</tr>
<tr>
<td>TECHNOLOGY SYSTEMS</td>
<td>4808 (TECH SYST)</td>
<td></td>
</tr>
<tr>
<td>WORK BASED LEARNING CAPSTONE</td>
<td>5892 (WBL TRADE)</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>Year</td>
<td>Pages</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>FRENCH I</td>
<td>2020</td>
<td>125</td>
</tr>
<tr>
<td>FRENCH II</td>
<td>2022</td>
<td>125</td>
</tr>
<tr>
<td>FRENCH III</td>
<td>2024</td>
<td>126</td>
</tr>
<tr>
<td>FRENCH IV</td>
<td>2026</td>
<td>126</td>
</tr>
<tr>
<td>SPANISH I</td>
<td>2120</td>
<td>127</td>
</tr>
<tr>
<td>SPANISH II</td>
<td>2122</td>
<td>127</td>
</tr>
<tr>
<td>SPANISH III</td>
<td>2124</td>
<td>128</td>
</tr>
<tr>
<td>SPANISH IV</td>
<td>2126</td>
<td>128</td>
</tr>
<tr>
<td>LANGUAGE FOR HERITAGE SPEAKERS I (SPANISH)</td>
<td>2190</td>
<td>129</td>
</tr>
<tr>
<td>LANGUAGE FOR HERITAGE SPEAKERS II (SPANISH)</td>
<td>2192</td>
<td>129</td>
</tr>
<tr>
<td>LANGUAGE FOR HERITAGE SPEAKERS III (SPANISH)</td>
<td>2194</td>
<td>129</td>
</tr>
<tr>
<td>LANGUAGE FOR HERITAGE SPEAKERS IV (SPANISH)</td>
<td>2196</td>
<td>130</td>
</tr>
</tbody>
</table>
**ART DEPARTMENT**

**Philosophy:** The Art Department offers students the opportunity to learn skills to discover their potential as individuals in creating works of value with their hands and to appreciate the beauty of the world around them and the work of others. They may use their art education for personal enjoyment and enrichment or as preparation for art as a career. Each art class allows the student to engage in sequential learning experiences that encompass the following areas: **Art history** - students search for meaning, significance, and direction from a variety of cultures and time periods. **Art criticism** - students will learn by (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork. **Aesthetics** - students will learn about art by 1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art and (3) assessing their ideas and definitions in relation to the art community in general. **Production** - at this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems and lead to the creation of portfolio quality works.

**RECOMMENDATION:** It is strongly advised that all art major students start with Introduction to Two-Dimensional Art.

#### INTRODUCTION TO TWO-DIMENSIONAL ART (L) 4000 (2D ART)

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

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

#### INTRODUCTION TO THREE DEMINSIONAL ART 4002 (3D ART)

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

- Recommended Grade Level: 9-10-11-12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 trimester course, 1 credit per trimester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
ART HISTORY

4024 (ART HIST)

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

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

CERAMICS (L)

4040 (CERAMICS)

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

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

DIGITAL DESIGN (L)

4082 (DIG DESIGN)

Digital Design is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multi-media, digitized imagery, computer animation, and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art related careers.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1-trimester course for 1 credit. The nature of this course allows for successive trimesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L) and Advanced Two-Dimensional Art
- Credits: 1-trimester course for 1 credit. The nature of this course allows for successive trimesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Credits: 1-trimester course for 1 credit. The nature of this course allows for successive trimesters 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

AP Studio Art Drawing is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: Two Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Advanced laboratory visual arts courses
- Credits: 2 trimester course, 1 credit per trimester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma
Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L) and Advanced Two-Dimensional Art
- Credits: 1-trimester course for 1 credit. The nature of this course allows for successive trimesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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

**NOTE:** Students must have a 35 mm camera for this course

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

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

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L) and Advanced Two-Dimensional Art
- Credits: 1-trimester course for 1 credit. The nature of this course allows for successive trimesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas
SCULPTURE (L)  4044 (SCULPT)

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

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

VISUAL COMMUNICATION (L)  4086 (VIS COMM)

Visual Communication is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

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

ADVANCED PLACEMENT STUDIO ART 2D DESIGN  4004 (ART AD AP)

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

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 trimester course, 1 credit per trimester. The nature of this course allows for successive trimesters 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
AP Studio Art 3D Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: Two Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Advanced laboratory 3-D visual arts courses
- Credits: 2 trimester course, 1 credit per trimester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma

AP Art History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Art History course is equivalent to a two-trimester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.

- Recommended Grade Level: 10-12
- Recommended Prerequisite: none
- Credits: 1 trimester course, 1 credit per trimester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
Philosophy: In today’s global and highly competitive workplace, the ability to achieve will rest on the skill sets a student has mastered. In addition to providing students with basic tools such as Preparing for Career & Careers and Personal Financial Responsibility, the Business Department at Merrillville High School prepares students for in-high-demand jobs in the following areas: Accounting & Finance, Entrepreneurship, Business Management, Marketing, Computer Science and Interactive Media. As a Microsoft Academy, the MHS Business Department offers both MOS and MTA certifications, highly recognized and desired skill certifications which are predicted to be in demand for over 90% of all jobs by the year 2020. We offer these certifications in several of our IT and Computer Science courses. In addition, work based learning and internships are also available in several content areas.

INTRODUCTION TO ACCOUNTING 4524 (INTO ACC)

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

- **Recommended Grade Level:** Grade 10-12
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **CTE course for Accounting Pathway**

ADVANCED ACCOUNTING 4522 (ADV ACCT)

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

- **Recommended Grade Level:** Grade 11-12
- **Required Prerequisites:** Introduction to Accounting
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- **Qualifies as a quantitative reasoning course**
- **This course is aligned with postsecondary courses for Dual Credit**
- **CTE course for Accounting Pathway**
### PERSONAL FINANCIAL RESPONSIBILITY  
**4540 (PRS FIN RSP)**

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

- **Recommended Grade Level:** Grade 9-12
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **CTE Course for Accounting Pathway**

### BANKING AND INVESTMENT CAPSTONE  
**5258 (BANK INVEST)**

*Banking and Investment Careers* 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. The course provides students with work based learning experiences to acquire and apply knowledge and skills in one or more careers in the industry. Introduction to Accounting and Advanced Accounting are prerequisites.

- **Recommended Grade Level:** Grade 12
- **Recommended Prerequisites:** Algebra II, Introduction to Accounting and Advanced Accounting
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **This course is aligned with postsecondary courses for Dual Credit**
- **Qualifies as a quantitative reasoning course**
- **Capstone course to Accounting Pathway**

### PREPARING FOR COLLEGE AND CAREERS  
**5394 (PREP CC)**

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

- **Recommended Grade Level:** Grade 9-11
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **CTE course for most Pathways**
Introduction to Business introduces students to the world of Business, including the concepts, functions and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national and/or international scale. The course covers Business Management, Entrepreneurship, Marketing fundamentals and Business ethics and Law. The course further develops Business vocabulary and provides an overview of Business and the role that Business plays in economic, social and political environments.

- Recommended Grade Level: Grade 9-11
- Recommended Prerequisites: None
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Foundation course for all Business pathways

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

- Recommended Grade Level: 9-10
- Recommended Prerequisites: None
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- CTE course for Entrepreneurship Pathway

Entrepreneurship and New Ventures Capstone 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 Grade Level: Grade 11-12

- Recommended Prerequisites: Principles of Business Management or Principles of Marketing
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit
- Capstone course for Entrepreneurship Pathway
BUSINESS LAW AND ETHICS  
4560 (BUS LAW ETH)

*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.

- **Recommended Grade Level:** Grade 11-12
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **This course is aligned with postsecondary courses for Dual Credit
- **CTE course for Business Management, Entrepreneurship & Marketing Pathways**

PRINCIPLES OF BUSINESS MANAGEMENT  
4562 (BUS MGMT)

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

- **Recommended Grade Level:** Grade 11-12
- **Recommended Prerequisites:** Introduction to Business
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **This course is aligned with postsecondary courses for Dual Credit
- **CTE course for Business Management, Entrepreneurship & Marketing Pathways**

ADMINISTRATIVE & OFFICE MANAGEMENT  
5268 (ADV BUS)

*Administrative & Office Management*, an Advanced Business Management course, prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student’s career and educational goals.

- **Recommended Grade Level:** Grade 11-12
- **Recommended Prerequisites:** Principles of Business Management or Principles of Marketing
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **This course is aligned with postsecondary courses for Dual Credit
- **Capstone course for Business Management Pathway**

27
PRINCIPLES OF MARKETING 5914 (PRN MRKT)

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

- **Recommended Grade Level:** Grade 11-12
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **This course is aligned with postsecondary courses for Dual Credit**
- **CTE course for all Marketing Pathways**

SPORTS AND ENTERTAINMENT MARKETING 5984 (SPRT ENT MRK)

*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.

- **Recommended Grade Level:** Grade 11-12
- **Recommended Prerequisites:** Principles of Marketing
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **CTE course for Sports & Entertainment Marketing Pathway**

MARKETING IN HOSPITALITY AND TOURISM 5982 (MKT HOSP)

*Marketing in Hospitality and Tourism* is a specialized marketing course that develops student understanding of marketing in the hospitality, travel, and tourism industry. Students gain experiences marketing-information management, pricing, product/service management, promotion, and selling in the hospitality, travel, and tourism industry.

- **Recommended Grade Level:** Grade 11-12
- **Recommended Prerequisites:** Principles of Marketing
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **CTE course for Marketing in Hospitality & Tourism Pathway; CTE course for Culinary Arts & Hospitality**
- **Management Pathway**
MERCHANDISING 5962 (MERCH)

*Merchandising* is a specialized marketing course providing instruction of marketing practices that support the sale of products to retail consumers. Emphasis is placed on oral and written communications, problem solving and critical thinking skills as they relate to product design, selling, pricing, distribution, retail promotion, visual merchandising, retail cycles, retail theories, and career opportunities in the retail industry. This course can focus on specific specific retail sector, such as fashion, sporting good, or electronics.

- **Recommended Grade Level:** Grade 11
- **Recommended Prerequisites:** Principles of Marketing
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **CTE course for Merchandising Marketing Pathway**

STRATEGIC MARKETING 5918 (STRT MRKT)

*Strategic Marketing* builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology and economics. The relationship between consumer behavior and marketing activities will be reviewed.

- **Recommended Grade Level:** Grade 11-12
- **Recommended Prerequisites:** Principles of Marketing or Principles of Business Management
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **This course is aligned with postsecondary courses for Dual Credit**
- **Capstone course for Marketing Pathways**

DIGITAL APPLICATIONS AND RESPONSIBILITY 4528 (DIG APPS RESP)

*Digital Applications and Responsibility* prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications. (Level A will focus on Microsoft Certification in Word and PowerPoint as well as Digital Literacy Skills. Level B will focus on Microsoft Certification in Excel as well as video apps and cloud computing).

- **Recommended Grade Level:** Grade 9-12
- **Recommended Prerequisites:** None
- **Credits:** 2-trimester course for 2 credits
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **This course is aligned with postsecondary courses for Dual Credit**
- **CTE course for Business Management & Marketing Pathways**
### INTRODUCTION TO COMPUTER SCIENCE

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 will be a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

- **Recommended Grade Level:** Grade 9-11
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **CTE Foundation course for Computer Science Pathway**

### COMPUTER SCIENCE I

Computer Science I introduces the structured techniques necessary for 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 correct and accurate outputs. Topics include program flowcharting, 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, and control breaks and offers students an opportunity to apply skills in a laboratory environment.

- **Recommended Grade Level:** Grade 10-12
- **Recommended Prerequisites:** Introduction to Computer Science
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **CTE Course for Computer Science Pathway**

### COMPUTER SCIENCE II: DATABASES

Computer Science II: Databases introduces students to the basic concepts of databases including types of databases, general database environments, and the importance of data to the business world. Discussion with hands-on activities will include database design, normalization of tables, and development of tables, queries, reports, and applications. Students will be familiarized with the use of ANSI standard Structured Query Language. Discussions will include database administration and data maintenance. Students will be introduced to data concepts such as data warehousing, data mining, and BIG Data. Students will develop a business application using database software such as Microsoft Access. Students will be required to demonstrate skills such as team building, work ethic, communications, documentation, and adaptability. The required prerequisite is Computer Science I.

- **Recommended Grade Level:** Grade 11-12
- **Required Prerequisites:** Computer Science I
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **This course is aligned with postsecondary courses for Dual Credit**
- **CTE Course for Computer Science Pathway**
**COMPUTER SCIENCE II: INFORMATICS**

*Computer Science II: Informatics* introduces the student to terminology, concepts, theory, and fundamental skills used to implement information systems and functions in a wide variety of applications from small businesses to large enterprise organizations. Topics include the history of and trends in computing, operating systems, security, cloud implementations and other concepts associated with applying the principles of good information management to the organization. The required prerequisite is Computer Science I.

- Recommended Grade Level: Grade 11-12
- Required Prerequisites: Computer Science I
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit
- CTE Course for Computer Science Pathway

**COMPUTER SCIENCE II: PROGRAMMING**

*Computer Science II: Programming* 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. The required prerequisite is Computer Science I.

- Recommended Grade Level: Grade 11-12
- Required Prerequisites: Computer Science I
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit
- Qualifies as a quantitative reasoning course
- Capstone course for Computer Science Pathway

**AP COMPUTER SCIENCE A**

AP Computer Science A is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Computer Science A is equivalent to a first trimester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The curriculum for AP Computer Science A is compatible with many CS1 courses in colleges and universities.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Digital Citizenship, Algebra I, and Algebra II
- Credits: 2-trimester course, 1 credit per trimester
- Counts as a Mathematics or Elective for all diplomas
- Qualifies as a quantitative reasoning course
**WEB DESIGN**

*Web Design* is a course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies should include peer teaching, collaborative instruction, project-based learning activates and school community projects.

- Recommended Grade Level: Grade 10-12
- Recommended Prerequisites: Digital Applications & Responsibility
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit
- Foundation course for Interactive Media pathway

**INTERACTIVE MEDIA**

*Interactive Media* prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace”.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Web Design
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit
- Capstone course for Interactive Media Pathway
**Work Based Learning** is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds students’ skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student’s work based learning experiences and assist in evaluating achievement and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course. In the stand-alone WBL courses, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Therefore, at least two courses in a student’s pathway would be prerequisite to the student enrolling in the stand-alone WBL courses. There are several models of Work Based Learning. A school may choose to use a single model or differentiate instruction by using multiple models depending on a student’s pathway and career objectives. The models are:

- Apprenticeship
- Cooperative
- Internship
- School Based Enterprise
- Service Learning Based

Please Note: There are federal and state student employment and cooperative education laws that must be followed. Students are monitored in their experiences by the content-related CTE teacher or a CTE teacher needs to be the teacher for the comprehensive course. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: Grade 12
- Required Prerequisites: Preparing for College and Careers; 4 credits of introductory and advanced courses related to a student’s pathway
- Credits: 1- trimester course for 3 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**Interdisciplinary Cooperative Education**

*Interdisciplinary Cooperative Education (ICE)* spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. The following two components must be included as part of the Interdisciplinary Cooperative Education course Related Instruction, that is classroom based, shall be organized and planned around the activities associated with the student’s individual job and career objectives in a career cluster area/pathway; and shall be taught during the same trimesters as the student is receiving on-the-job training. For a student to become occupationally competent and therefore employable, the related instruction should cover in varying proportions:

(a) general occupational competencies,
(b) specific occupational competencies, and
(c) specific job competencies.

On-the-Job Training is the actual work experience in an occupation in any one of the Indiana College and Career Pathways that relates directly to the student’s career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with predetermined training plans and agreements and who assist in evaluating the student’s job performance. Students in an ICE placement must be paid in accordance with federal and state student employment and cooperative education laws.

- Recommended Grade Level: 12
- Required Prerequisite: Preparing for College and Careers and a minimum of 4 credits in a logical sequence of courses related to the student’s pathway
- Credits: 1-trimester course for 3 credits
- Counts as a Directed Elective or Elective for all diplomas
Philosophy:

It is the philosophy of the English Department that it offers a variety of courses to meet the needs and interests of all students. The Department further believes that a student must be able to read and understand what is read and to write a coherent essay prior to graduation. The table below represents the succession of courses students should take when working toward a particular diploma.

<table>
<thead>
<tr>
<th>Graduation Basic Diploma</th>
<th>College Prep</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>English 9 A &amp; B Composition</td>
<td>English 9 A &amp; B Composition</td>
</tr>
<tr>
<td>Sophomore</td>
<td>English 10 A &amp; B</td>
<td>English 10 A &amp; B</td>
</tr>
<tr>
<td>Junior</td>
<td>English 11 A &amp; B</td>
<td>American Literature A &amp; B</td>
</tr>
<tr>
<td>Senior</td>
<td>English 12 A &amp; B</td>
<td>English Literature &amp; Advanced Composition English 12 Honors (Ivy Tech Early College)</td>
</tr>
</tbody>
</table>

**Elective English Courses**

- Classical Literature
- Debate
- Adv. Debate
- Dramatic Literature
- Journalism
- Speech
- Advanced Speech & Communication
- Themes in Literature: Young Adult Novels
- Contemporary Literature
- Language Arts Lab
- Creative Writing
- Film Literature
- Student Media
- Library Media
- Basic Skills English

**ENGLISH 9**

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

- Recommended Grade Level: 9
- Recommended Prerequisites: none
- Credits: 2- trimester course, 1 credit per trimester
- Fulfills an English/Language Arts requirement for all diplomas
Composition, a course based on Indiana’s Academic Standards for English Language Arts is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: English 9
- Credits: 1-trimester course for 1 credit
- Fulfills an English Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH 9 HONORS

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

- Recommended Grade Level: 9
- Recommended Prerequisites: none
- Credits: 2-trimester course, 1 credit per trimester
- Fulfills an English/Language Arts requirement for all diplomas

COMPOSITION HONORS

Honors Composition, a course based on Indiana’s Academic Standards for English Language Arts is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

- Recommended Grade Level: 9
- Recommended Prerequisite: Grade 8H English or teacher recommendation
- Credits: 1-trimester course for 1 credit
- Fulfills an English Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
ENGLISH 10 1004 (ENG 10)

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

- Recommended Grade Level: 10
- Recommended Prerequisites: English 9 or teacher recommendation
- Credits: 2-trimester course, 1 credit per trimester
- Fulfills an English/Language Arts requirement for all diplomas

ENGLISH 10 HONORS 1004H (ENG 10 H)

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

- Recommended Grade Level: 10
- Recommended Prerequisites: English 9 or teacher recommendation
- Credits: 2-trimester course, 1 credit per trimester
- Fulfills an English/Language Arts requirement for all diplomas

ENGLISH 11 1006 (ENG 11)

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

- Recommended Grade Level: 11
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Credits: 2-trimester course, 1 credit per trimester
- Fulfills an English/Language Arts requirement for all diplomas
American Literature, a course based on Indiana’s Academic Standards for English Language Arts is a study of representative works and authors of the United States from pre-Revolutionary times to the present. Students read, analyze, evaluate, critique and actively respond to a wide variety of literary genres that reflect American culture including quality works of various ethnic and cultural minorities. Students compare readings and media from literature, history and other subjects by demonstrating how the ideas and concepts presented in the works are interconnected, distinctly American and important to an understanding of the development of the current culture.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 2-trimester course, 1 credit per trimester
- Fulfills an English Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

English Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of representative works of the English-speaking authors associated with the Commonwealth of Nations, including England, Scotland, Ireland, Wales, Canada, Newfoundland, Australia, New Zealand, India, South Africa, Kenya, Botswana, and others. Students examine a wide variety of literary genres that reflect the English-speaking peoples from the Anglo-Saxon Period to the present. Students analyze how the ideas and concepts presented in the works are both interconnected and distinctly reflective of the cultures and the countries in which they were written.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: English 9, English 10, American Literature or teacher recommendation
- Credits: 1-trimester course for 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Credits: 2-trimester course, 1 credit per trimester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
**ENGLISH 12 HONORS**

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

- Recommended Grade Level: 12
- Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Credits: 1-trimester course for one credit
- This course cannot replace AP Language and Composition/Advanced Composition Honors for students on the Academic Honors Diploma Track.
- Fulfills an English/Language Arts requirement for students seeking an Associate Degree from Ivy Tech in a specific career pathway.
- Dual credit course for Ivy Tech

---

**ADVANCED COMPOSITION**

*Advanced Composition*, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical 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.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: English 9, English 10, Composition, American Literature or teacher recommendation
- Credits: 1-trimester course for 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

---

**ADVANCED COMPOSITION HONORS**

*Advanced Composition*, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical 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.

**This course must be taken by all seniors enrolled in AP English Language and Composition.**

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: English 9, English 10, Composition, AP Literature & Composition or teacher recommendation
- Credits: 1-trimester course for 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma
English Language and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: English 9 Honors, English 10 Honors, AP Literature & Composition or teacher recommendation.
- Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
- Credits: 2-trimester course; 1 credit per trimester. Students must also enroll in Adv. Composition Honors 1–trimester for 1 credit. Total of 3 trimesters and 3 credits for this course.
- Fulfills an English/Language Arts requirement for grades 11 or 12 for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors Diplomas.

AP Literature and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: English 9 Honors and English 10 Honors or teacher recommendation. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
- Credits: 2-trimester course; 1 credit per trimester
- Fulfills an English/Language Arts requirement for grades 11 or 12 for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1-trimester course for 1 credit
CLASSICAL LITERATURE  

Classical Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of Greek and Roman Empire literature by the major authors, such as Aristotle, Cicero, Dante, Euripides, Homer, Ovid, Plato, Plutarch, Sappho, Sophocles, St. Augustine, Virgil, and others. Students examine a variety of literary genres, such as tragedy, comedy, epic, lyric, novel, oratory, and others. Students analyze themes as they relate to the transition from oral to literate cultures, the emergence of cities and empires, the use of mythology, and the rise and fall of democracy. Students analyze how classical literary patterns, themes, and conventions have influenced modern literature.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1-trimester course for 1 credit

FILM LITERATURE  

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. FILM LITERATURE PROJECT: Students complete a project, such as doing an historical timeline and bibliography on the development of film or the creation of a short-subject film, which demonstrates knowledge, application, and progress in the Film Literature course content.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1-trimester course for 1 credit

SPEECH  

Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same standard English conventions for oral speech that they use in their writing.

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisites: None
- Credits: 1-trimester course for 1 credit
Advanced Speech and Communication, a course based on the Indiana Academic Standards for English/Language Arts and emphasizing the High School Speech and Communication Standards, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multi-media presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery. ADVANCED SPEECH AND COMMUNICATION PROJECT: Students complete a project, such as multi-media presentations that are reflective, reports or historical investigations, responses to literature, or persuasive arguments, which demonstrates knowledge, application, and speaking progress in the Advanced Speech and Communication course content.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: Speech or teacher recommendation
- Credits: 1-trimester course for 1 credit

Debate, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking). DEBATE PROJECT: Students complete a project, such as a mock debate or trial, participation in a forum, competition, or tournament, or an argument supporting or opposing different sides of a major issue, which demonstrates knowledge, application, and presentation progress in the Debate course content.

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisites: Speech or teacher recommendation
- Credits: 1-trimester course for 1 credit.
- The nature of this course allows for the second trimester of instruction at an advanced level, Advanced Debate.

Advanced Debate, a course based on the Indiana Academic Standards for English/Language Arts, is the further study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking). DEBATE PROJECT: Students complete a project, such as a mock debate or trial, participation in a forum, competition, or tournament, or an argument supporting or opposing different sides of a major issue, which demonstrates knowledge, application, and presentation progress in the Debate course content.

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisites: Speech or teacher recommendation
- Credits: 1-trimester course for 1 credit.

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

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1-trimester course for 1 credit
**CONTEMPORARY LITERATURE**  
1054 (CONTEM LIT)

*Contemporary Literature*, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how post-1950s literature from around the world, such as North and South America, Europe and Great Britain, the Middle East, and post-colonial Africa and Asia, addresses contemporary issues. Students examine multiple genres to develop a sense of how particular genres are used today to represent ideas and events. Students analyze different theories and methods of textual criticism especially theories currently popular. Students analyze how the interpretations and themes of contemporary literature read in this course relate to the time period and to historical issues.

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisites:** English 9, English 10, Themes in Literature-Young Adult Novels or teacher recommendation
- **Credits:** 1-trimester for 1 credit

---

**CREATIVE WRITING**  
1092 (CREAT WRIT)

*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. CREATIVE WRITING PROJECT: Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisites:** English 9, English 10, or teacher recommendation
- **Credits:** 1-trimester course for 1 credit

---

**JOURNALISM**  
1080 (JRNALISM)

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

- **Recommended Grade Level:** Grades 9-12
- **Recommended Prerequisites:** 2 credits in English Language Arts
- **Credits:** 1-trimester course for 1 credit
**STUDENT MEDIA  1086 (STDNT MEDIA)**

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

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Journalism, or teacher recommendation. May be offered over three or four years by subtitling the course “Beginning”, “Intermediate”, or “Advanced”.
- **Credits:** 1-3 trimesters, 1 credit each trimester.
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- **Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.**

**NOTE:** This is the designated school Media course, including newspaper and yearbook.

---

**BASIC SKILLS DEVELOPMENT-ENGLISH  0500 (BAS SKLS)**

Basic Skills Development is a multidisciplinary course that 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, which 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 the student’s 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.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit, 8 credits maximum Counts as an Elective for all diplomas

---

**LANGUAGE ARTS LAB  1010 (LANG LAB)**

*Language Arts Lab* is a supplemental course that provides students with individualized or small group instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English Language/Arts focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

- **Recommended Grade Level:** 10
- **Recommended Prerequisites:** none
- **Credits:** 1-trimester course for 1 credit
- **Counts as an Elective for all diplomas**
### English as a New Language

*English as a New Language,* an integrated English course incorporating both the Indiana Academic Standards for English Language Arts and the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students. The purpose of the course is to achieve 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.

- **Recommended Grade Level:** 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
- **Credits:** 1-trimester course for 1 credit. The nature of this course allows for successive trimesters of instruction at advanced levels (up to a maximum of four credits).
- **Fulfills an English Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- **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 four (4) credits accrued may count as World Language credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

### Developmental Reading

*Developmental Reading* is a supplemental course that provides students with individualized instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English/Language Arts focusing on the Reading Standards for Literature and Nonfiction. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

- **Recommended Grade Level:** Grades 9-12
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit

**NOTE:** This course is for students who need additional support in vocabulary development and reading comprehension.

### Library Media

*Library Media* is the study and application of procedures based on library science theory. Students examine the role of the library and technology in the current Information Age. Students use electronic resources for specific research needs and use multimedia presentation technology for practical applications.

- **Recommended Grade Level:** Grades 9-12
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit
**FAMILY AND CONSUMER SCIENCES DEPARTMENT**

**Philosophy:** Family and Consumer Sciences focuses on the needs of individuals and families through problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied contexts. As future members and leaders of tomorrow's families, workplaces, and communities, students need to be able to act responsibly and productively, synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives. FACS programs focus on building strong and resilient individuals and families while helping students manage personal and family issues.

**ADULT ROLES AND RESPONSIBILITIES**

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

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

**HUMAN DEVELOPMENT AND WELLNESS**

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

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
**Child Development** is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- **Recommended Grade Level:** Grades 9-12
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**Advanced Child Development** is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 4 through age 8 (3rd grade). It builds on the Child Development course, which is a prerequisite. Advanced Child Development includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- **Recommended Grade Level:** Grades 10 - 12
- **Recommended Prerequisites:** Child Development
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
**EARLY CHILDHOOD EDUCATION I**  

*Early Childhood Education* prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula, and services available to young children. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education teacher. Student laboratory/field experiences may be either school-based or "on-the-job" in community-based early childhood education centers or in a combination of the two. Dual credit agreements with postsecondary programs are encouraged.

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisites:** Child Development and Advanced Child Development
- **Credits:** 3-trimester course for 6 credits
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **This course is aligned with postsecondary courses for Dual Credit**

**EARLY CHILDHOOD EDUCATION II**  

*Early Childhood Education II* prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. *ECE II* is a sequential course that builds on the foundational knowledge and skills of *Early Childhood Education I*, which is a required prerequisite. In *ECE II* students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of *ECE II* include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection; performance assessments by instructors, parents, and other professionals; comprehensive assessment of knowledge through a standardized exam; and other professional documentation. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in *ECE I* and *ECE II*. These experiences may be either school-based or "on-the-job" in community-based early childhood education centers, or in a combination of the two. A standards-based plan for each student guides the early childhood education experiences. Students are monitored in these experiences by the *Early Childhood Education II* teacher. Dual credit agreements with postsecondary programs are encouraged.

- **Recommended Grade Level:** Grade 12
- **Recommended Prerequisites:** Early Childhood Education I
- **Credits:** 3-trimester course for 6 credits
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **This course is aligned with the Pre-Professional Assessment and Certification of the American Association of Family and Consumer Sciences.**
- **This course is aligned with postsecondary courses for Dual Credit**
**NUTRITION AND WELLNESS**  5342 (NTRN WLNS)

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

- **Recommended Grade Level:** Grades 9-12
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

---

**ADVANCED NUTRITION AND WELLNESS**  5340 (ADV NTRN WEL)

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

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Nutrition and Wellness
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

---

**INTRODUCTION TO CULINARY ARTS AND HOSPITALITY**  5438 (INT CUL HOS)

*Introduction to Culinary Arts and Hospitality* is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.

- **Recommended Grade Level:** Grades 10-11
- **Recommended Prerequisites:** Nutrition and Wellness, Advanced Nutrition and Wellness
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
**CULINARY ARTS AND HOSPITALITY MANAGEMENT I**

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

Articulation with postsecondary programs is encouraged:

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisites:** Nutrition and Wellness, Advanced Nutrition and Wellness
- **Required Prerequisite:** Introduction to Culinary Arts & Hospitality
- **Credits:** 3-trimester course for 6 credits (2 periods)
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **This course is aligned with postsecondary courses for Dual Credit**

**CULINARY ARTS & HOSPITALITY II: CULINARY ARTS**

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

- **Recommended Grade Level:** Grade 12
- **Required Prerequisites:** Culinary Arts and Hospitality I
- **Credits:** 3-trimester course for 6 credits (2 periods)
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **This course is aligned with the Pre-Professional Assessment and Certification of the American Association of Family and Consumer Sciences.**
- **This course is aligned with postsecondary courses for Dual Credit**
Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of interpersonal relationships. Direct, concrete language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

- Recommended Grade Level: Grades 9-11
- Recommended Prerequisites: None
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for all diplomas

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 Indiana Department of Education High School Course Titles & Descriptions 79 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 including aesthetics, criticism, history and production, are addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach will be utilized requiring higher order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: none
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
**EDUCATION PROFESSIONS I**

*Education Professions I* provides the foundation for employment in education and related careers and prepares students for study in higher education. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. A standards-based plan guides the students’ field experiences. Students are monitored in their field experiences by the Education Professionals I teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: Child Development, Advanced Child Development, and Interpersonal Relationships
- Credits: 2-trimester course, 1 credit per trimester
- Counts as a Directed Elective or Elective for all diplomas
- This course is aligned with postsecondary courses for Dual Credit

---

**EDUCATION PROFESSIONS II**

*Education Professions II* prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students’ field experiences. Students are monitored in their field experiences by the Education Professions II teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: 12
- Required Prerequisites: Education Professions I
- Credits: 1-trimester course, 3 credits (3 periods)
- Counts as a Directed Elective or Elective for all diplomas
- This course is aligned with the Pre-Professional Assessment and Certification of the American Association of Family and Consumer Sciences.
- This course is aligned with the following post-secondary courses for dual credit
**HUMAN AND SOCIAL SERVICES I**

*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 postsecondary 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.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** Nutrition and Wellness, Interpersonal Relationships, Child Development or Human Development and Wellness
- **Credits:** 2-trimester course, 1 credit per trimester
- **Counts as a Directed Elective or Elective for all diplomas**

**HUMAN AND SOCIAL SERVICES II**

Human and Social Services II is a core component of the Family and Human Services pathway. The course prepares students for occupations and higher education programs related to assisting individuals and families in meeting their potentials. Through work-based experiences, students apply the knowledge and skills developed in the Human Services Foundations course. Concentration areas include family and social services, youth development, and adult and elder care. Ethical, legal, and safety issues, as well as helping processes and collaborative ways of working with others, will be addressed. Learning experiences will involve analysis of the influence of culture and socioeconomic factors on individual choices and opportunities, service delivery models, and theoretical perspectives. Intensive laboratory/field experiences in one or more human social service agencies are a required component of this course. Student laboratory/field experiences may be either school based, if available, or “on the job” in community-based agencies, or a combination of the two. A standards based plan guides the students’ laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Human and Social Services II teacher. Achievement of applicable standards will be documented through a student portfolio. Articulation with postsecondary programs is encouraged.

- **Recommended Grade Level:** 12
- **Required Prerequisites:** Human and Social Services I
- **Credits:** 1-trimester course, 3 credits (3 periods)
- **Counts as a Directed Elective or Elective for all diplomas**
Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating achievement and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course. In the stand-alone WBL courses, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Therefore, at least two courses in a student’s pathway would be prerequisite to the student enrolling in the stand-alone WBL courses. There are several models of Work Based Learning. A school may choose to use a single model or differentiate instruction by using multiple models depending on a student’s pathway and career objectives. The models are:

- Apprenticeship
- Cooperative
- Internship
- School Based Enterprise
- Service Learning Based

Please Note: Depending on the model used, there are federal and state student employment and cooperative education laws that must be followed. The following Work Based Learning course is available: 5480 Work Based Learning Capstone, Family and Consumer Sciences Trade. A CTE teacher needs to be the teacher for the comprehensive course. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: Grade 12
- Required Prerequisites: Preparing for College and Careers; a minimum of 4 credits of introductory and advanced courses related to a student’s pathway and to the work site placement
- Credits: 1-trimester course, 3 credits (3 periods)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
Philosophy: It is the philosophy of the Mathematics Department of Merrillville High School to offer students the opportunity to study mathematics beginning with Integrated Math I through the study of Calculus.

*Students should be reminded that if they earned a “D” in any prerequisite, they are quite likely to experience considerable difficulty in the next course in the math sequence. The recommendation is to retake the course earning a minimum grade of “C” before proceeding to the next course in the sequence.

*Completion of Integrated Math I with a grade of “C” or better has shown impact on a student earning a passing score on exams required by the State of Indiana.

Credit can be granted for only one of the following courses: Integrated Math II or Honors Integrated Math II, Integrated Math III or Honors Integrated Math III

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>General Diploma</th>
<th>Core 40 College &amp; Career Readiness</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Integrated Math I</td>
<td>Integrated Math I</td>
<td>Honors Integrated Math II</td>
</tr>
<tr>
<td>Sophomore</td>
<td>Integrated Math I or Integrated Math II</td>
<td>Integrated Math II or Integrated Math III</td>
<td>Honors Integrated Math III</td>
</tr>
<tr>
<td>Junior</td>
<td>Integrated Math II, Integrated Math III or Business Math</td>
<td>Integrated Math III, Pre-Calculus, or Trigonometry</td>
<td>Honors Pre-Calculus</td>
</tr>
<tr>
<td>Senior</td>
<td>Integrated Math III, or Business Math</td>
<td>Probability &amp; Statistics, Pre-Calculus, Finite Math or Trigonometry</td>
<td>AP Calculus</td>
</tr>
</tbody>
</table>

INTEGRATED MATHEMATICS I LAB 2518 (INT MATH ENRICH)

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

• Recommended Grade Level: 9
• Recommended Prerequisites: none
• Credits: 1-trimester course, 1 credit per trimester
• Counts as a Mathematics Course for the General Diploma
• Counts as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
Integrated Mathematics I formalizes and extends the mathematics students learned in the middle grades. The critical areas deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Mathematics I use properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9-10-11-12
- Recommended Prerequisites: none
- Credits: 2-trimester course, 1 credit per trimester
- Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas
- Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Integrated Mathematics I by the end of Grade 9

Integrated Mathematics II focuses on quadratic expressions, equations, and functions; by comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, rounds out the course. 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. A Scientific Calculator is required.

- Recommended Grade Level: 9-10-11-12
- Recommended Prerequisites: Integrated Mathematics I
- Credits: 2-trimester course, 1 credit per trimester
- Counts as a Mathematics Course for the General Diploma
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Honors Integrated Math II students examine the properties of two- and three-dimensional objects. Proof and logic as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric objects include the study of: (1) Congruence, proof, and constructions, (2) Similarity, proof, and trigonometry, (3) Extending to three dimensions, (4) Connecting Algebra and Geometry through coordinates, (5) Circles with and without coordinates, and (6) Applications of probability. A Scientific Calculator is required.

- Grade Levels: Grades 9-10
- Prerequisite: Honors Algebra I or instructor approval
- Credits: 2-trimester course, 1 credit per trimester
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma
**INTEGRATED MATH III**

2558 (INT MATH III)

*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 5 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 Process Standards for Mathematics 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. A **Scientific Calculator is required.**

- **Grade Levels:** Grades 10-12
- **Recommended Prerequisite:** Algebra I or Integrated Math I
- **Credits:** 2-trimester course, 1 credit per trimester
- **Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma**

**HONORS INTEGRATED MATH III**

2558H (INT MATH III H)

*Honors Integrated Math III* is a course that extends the content of Integrated Math III and provides further development of the concept of a function. Topics include: (1) Polynomial, rational, and radical relationships, (2) Trigonometric functions, (3) Modeling with functions, and (4) Inferences and conclusions from data (Common Core Standards) **A Scientific Calculator is required.**

- **Grade Levels:** Grades 10-12
- **Prerequisite:** Algebra I or Integrated Math I and Honors Integrated Math II or teacher recommendation
- **Credits:** 2-trimester course, 1 credit per trimester
- **Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma**

**PRE-CALCULUS**

2564 (PRECAL)

*Pre-Calculus* extends the foundations of algebra and functions developed in previous courses 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. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. 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. 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. **Note:** A graphing calculator such as a TI-83 or comparable is required.

- **Grade Levels:** Grades 11-12
- **Recommended Prerequisite:** Algebra II or Integrated Math III and Geometry or Integrated Math II or Integrated Mathematics III
- **Credits:** 2-trimester course, 1 credit per trimester
- **Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors Diploma**
**HONORS PRE-CALCULUS**

*Honors Pre-Calculus* extends the foundations of algebra and functions developed in previous courses 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. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. 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. The Process Standards for Mathematics 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.

**Note:** A graphing calculator such as a TI-83 or comparable is required.

- Grade Levels: Grades 11-12
- Prerequisite: Honors Geometry or Honors Integrated Math II and Honors Algebra II or Honors Integrated Math III or teacher recommendation
- Credits: 2-trimester course, 1 credit per trimester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Dual credit is available for this course

**FINITE MATHEMATICS**

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets, Matrices, Networks, Optimization, and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

A Scientific Calculator is required.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Integrated Mathematics III
- Credits: 2-trimester course, 1 credit per trimester
- Counts as a Mathematics Course for all diplomas

**AP CALCULUS AB**

*AP Calculus AB* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus AB is equivalent to a first trimester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

**Note:** A graphing calculator such as TI-83 or comparable is required. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisite: Pre-Calculus
- Credits: 3-trimester course, 1 credit per trimester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors Diplomas
- Dual Credit available for this course
**PROBABILITY AND STATISTICS**

*Probability and Statistics* includes the concepts and skills needed to apply statistical techniques in the decision making process. Probability and Statistics are made up of three strands: Data Analysis, Experimental Design, and Probability. 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. 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. **Note: A graphing calculator such as TI-83 or comparable is required.**

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisite:** Algebra II or Integrated Math III
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**AP STATISTICS**

*AP Statistics* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The *AP Statistics* course is equivalent to a one-trimester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the *AP Statistics* course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. **Note: A graphing calculator such as TI-83 or comparable is required.**

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisite:** Algebra II or Integrated Mathematics III
- **Credits:** 3-trimester course, 1 credit per trimester
- **Counts as a Mathematics Course for all diplomas**
- **Qualifies as a quantitative reasoning course**

**TRIGONOMETRY**

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **Note: A graphing calculator such as TI-83 or comparable is required.**

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** Algebra II and Geometry or Integrated Mathematics III
- **Credits:** 1-trimester course for 1 credit
- **Student should not receive credit for both Trigonometry and Pre-Calculus/Trigonometry since the same trigonometry course content is covered in both courses.**
- **Counts as a Mathematics course for all diplomas**
- **Fulfills a Mathematics requirement for students seeking an Associate Degree from Ivy Tech in a specific career pathway.**
- **Dual credit available for this course.**
Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisite: Algebra I or Integrated Math I
- Credits: 2-trimester course, 1 credit per trimester
- Fulfills a Mathematics requirement for the General Diploma only or counts as an Elective or Directed
- Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course

Math 10 is a new two-trimester 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.

- Recommended Grade Level: 10
- Recommended Prerequisites: Students who have attempted a complete year of Integrated Math I (Algebra 1)
- Credits: 2-trimester course, 1 credit per trimester
- Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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.

- Grade Levels: Grades 11-12
- Prerequisites: None
- Credits: 1-trimester course for 1 credit, 8 credits maximum
- Counts as an Elective for all diplomas
MISCELLANEOUS DEPARTMENTS

**Philosophy:** This department offers a wide variety of courses that specialize in areas unrelated to other departments. Students take these courses as a means of earning elective credits and as a means of career exploration.

---

**CRIMINAL JUSTICE I**

5822 (CRIME I)

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

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: None
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit
- Foundation course for Criminal Justice Pathway

---

**CRIMINAL JUSTICE II**

5824 (CRIME II)

*Criminal Justice II* introduces students to concepts and practices in traffic control as well as forensic investigation at crime scenes. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. Additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry as well as collection of evidence, developing and questioning suspects, and protecting the integrity of physical evidence found at the scene and while in transit to a forensic science laboratory. Procedures for the use and control of informants, inquiries keyed to basic leads, and other information-gathering activity and chain of custody procedures will also be reviewed.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: Criminal Justice I
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit
- Capstone course for Criminal Justice Pathway
EMERGENCY MEDICAL SERVICES 5210 (EMS)

Emergency Medical Services prepares students for a state certification which could lead to a career in Emergency Medical Services such as an Emergency Medical Technician or a Paramedic. This course is designed for persons desiring to perform emergency medical care. Students will learn to recognize the seriousness of the patient’s condition, use the appropriate emergency care techniques and equipment to stabilize the patient, and transport them to the hospital. This course also addresses the handling of victims of hazardous materials accidents. It covers theories, techniques, and operational aspects of pre-hospital emergency care with the scope and responsibility of the basic emergency medical technician. It requires laboratory practice and clinical observation in a hospital emergency room and ambulance. Participation in HOSA affords the student the opportunity to compete in a variety of competitive events, specifically CPR/First Aid and EMT, at both the state and national level.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: Health Science Education I
- Credits: 1 trimester course for 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

FIRE AND RESCUE I 5820 (FIRE RSCU I)

Fire and Rescue I; Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, and (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: None
- Credits: 2-trimester course, 1 credit per trimester
- Counts as a Directed Elective or elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit
- Foundation course for Fire & Rescue Pathway

FIRE AND RESCUE II 5826 (FIRE RSCU II)

Fire and Rescue II. Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, and (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: Fire and Rescue I
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit
- Capstone course for the Fire & Rescue Pathway
JUNIOR RESERVE OFFICER TRAINING (AIR FORCE) 0516 (JR ROTC)

This course is designed to develop: (1) citizenship and patriotism, (2) self-discipline, (3) physical fitness, (4) reliance and leadership, and (5) the skills used in decision making, communications, and problem-solving. The course content and experiences enable the students to understand the role of the military in support of national objectives and to become familiar with basic military knowledge, gender equity issues, benefits, and requirements. Topics to be included in the course are: (1) military history, (2) ROTC in the military, (3) substance abuse, (4) map reading, (5) marksmanship and firearm safety, (6) military drill, (7) field activities, (8) reserve components, and (9) first aid and hygiene. Opportunities are provided to explore the qualities and traits of courage, self-sacrifice, and integrity. Junior Reserve Officer Training Corps programs must be approved by and meet the requirements of the appropriate military organization.

• Recommended Grade Level: 9-12
• Recommended Prerequisites: None
• Credits: 3 trimester course, 1 credit per trimester
• Each level is a year-long course commitment
• Counts as an Elective for all diplomas

PEER TUTORING 0520 (PEER TUTR)

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

• Recommended Grade Level: Grades 11 - 12
• Recommended Prerequisites: None
• Credits: 1-trimester course for 1 credit
• Counts as an Elective for all diplomas

RADIO AND TELEVISION I – BASIC PNN 5986 (RAD TV I)

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

This course teaches students how to plan, write, produce, and direct television and radio programs. Students will learn to use the equipment housed in the TV studio, as well as field production equipment to create commercials, movies, news stories and a music video. After school time may be needed in this course. Responsible and dedicated students may apply to take this course. Progression into Intermediate and Advanced courses may be possible in the same year.

• Recommended Grade Level: Grades 10-12
• Recommended Prerequisites: Introduction to Communications
• Credits: 1-trimester course for 1 credit
• Counts as a Directed Elective or Elective for all diplomas
• This course is aligned with postsecondary courses for Dual Credit

62
Radio and Television II prepares students for admission to television production programs at institutions of higher learning. Students train on professional equipment creating a variety of video projects. Students enrolling in this program should have successfully completed Radio and Television I. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting and audio.

This one trimester course is dedicated to creating and producing a daily, live newscast in front of the entire school, otherwise known as the Morning Announcements Show. Students get hands on experience in directing, anchoring, and producing the show using state of the art equipment. Some after school time may be needed in this course. Responsible, dedicated and hard-working students may apply for this class. (By application only, pending approval by instructor)

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisites: Radio and Television I
- Credits: 1-trimester course for 1 credit (repeatable)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

Radio and Television II prepares students for admission to television production programs at institutions of higher learning. Students train on professional equipment creating a variety of video projects. Students enrolling in this program should have successfully completed Radio and Television I. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting and audio.

This one year course is dedicated to creating and producing the weekly television show called the PNN Friday Show. Students will use state of the art equipment to write, direct, produce and star in the show that is seen by the entire student body and also shown on local cable TV. After school time is required in this course. Responsible, dedicated and hard-working students may apply for this course. (By application only, pending approval by instructor)

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: Radio and Television I
- Credits: 1-trimester course for 1 credit (repeatable)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit
PERFORMING ARTS DEPARTMENT

Philosophy: In order to provide a quality education for every child in Indiana, it is important to provide for all aspects of human growth. The artistic, expressive, and cultural aspects of each child’s intellectual, emotional, physical, and social development are vital components of this growth. Research involving the impact of arts education upon mental functions supports the convictions of many educators, parents, and business leaders that the fine arts are essential due to their ability to provide students with the means to think, feel, and understand the world around them in unique ways. Literacy in the arts strengthens a person’s participation in society by enhancing problem solving and communication skills as well as fostering self-expression, aesthetic awareness, and multiple points of view. For these reasons, a curriculum in each of the fine arts should be available to all students so that they may become self-directed toward lifelong learning in the arts. The purpose of each fine arts curriculum is to promote lifelong participation in the arts by developing skilled creators, performers, critics, listeners, and observers of the arts. Students can use the arts as a means of: (1) self-expression and communication, (2) development of critical thinking skills, (3) self-knowledge and understanding of the world around them, and, (4) increasing awareness of the artistic heritage of other cultures, as well as their own. Students who are proficient in the fine arts grow in their ability to think and learn independently. Their view of the world expands as creative avenues to expression and understanding are developed. Ultimately, the entire community benefits through the creativity, vision, and empathy fostered in the fine arts. In order for this to happen, students must be immersed in opportunities to learn about the arts, perform and create in one or more of the art forms, and learn to analyze and critique the arts. The goals for students in grades kindergarten through grade twelve (k-12) are to enable each student to do the following:

- develop one’s artistic skills;
- become confident in one’s abilities in the arts;
- become a creative problem solver;
- appreciate the value of the arts;
- communicate through the arts;
- communicate about the arts;
- exhibit knowledge of the historical and cultural diversity of the arts; and
- exhibit knowledge of criticism and aesthetics in the arts.

APPLIED MUSIC (L) 4200 (APPL MUS)

Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.

- Recommended Grade Level: Grades 10-12
- Laboratory course
- Credits: 1-trimester course for 1 credit. The nature of this course allows for successive trimesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.

**Students must provide their own acoustic guitar.**
- Recommended Grade Level: Grades 10-12
- Laboratory course
- Credits: 1-trimester course for 1 credit. The nature of this course allows for successive trimesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**PIANO AND ELECTRONIC KEYBOARD (L) 4204 (PIANO KEY)**

Piano and Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.
- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Laboratory course
- Credits: 1-trimester course for 1 credit. The nature of this course allows for successive trimesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

**BEGINNING CHORUS (L) 4182 (BEG CHOR)**

Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
- Recommended Grade Level: Grades 9-12
- Recommended Prerequisite: Successful completion of Middle School Choir or Director’s Approval upon audition
- Credits: 3-trimester course, 1 credit per trimester. The nature of this course allows for successive trimesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Laboratory course
**INTERMEDIATE CHORUS (L)**

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

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Beginning Chorus or Director’s Approval upon audition
- **Credits:** 3-trimester course, 1 credit per trimester. The nature of this course allows for successive trimesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **Laboratory course**

**ADVANCED CHORUS (L)**

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

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Beginning and Intermediate Chorus or Director’s Approval upon audition
- **Credits:** 3-trimester course, 1 credit per trimester.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **Laboratory course**
BEGINNING CONCERT BAND (L)  4160 (BEG BAND)

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

- **Recommended Grade Level:** Grades 9-12
- **Recommended Prerequisites:** Successful completion of Middle School Band or Director’s Approval upon audition
- **Credits:** 3-trimester course, 1 credit per trimester. The nature of this course allows for successive trimesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **Laboratory course**

INTERMEDIATE CONCERT BAND (L)  4168 (INT BAND)

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

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Successful completion of Beginning Concert Band and/or Director Approval upon audition
- **Credits:** 3-trimester course, 1 credit per trimester. The nature of this course allows for successive trimesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **Laboratory course**
**ADVANCED CONCERT BAND (L)**

*Advanced Concert Band* is based on the Indiana Academic Standards for High School Instrumental Music. This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines.

Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer’s intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Beginning and Intermediate Concert Band and/or Director’s Approval upon audition
- **Credits:** 3-trimester course, 1 credit per trimester.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **Laboratory course**

**BEGINNING ORCHESTRA (L)**

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

- **Recommended Grade Level:** Grades 9-12
- **Recommended Prerequisites:** Successful completion of Middle School Orchestra and/or Director’s Approval upon Audition.
- **Credits:** 3-trimester course, 1 credit per trimester. The nature of this course allows for successive trimesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **Laboratory course**
**INTERMEDIATE ORCHESTRA (L)**

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

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Beginning Orchestra and/or Director’s Approval upon Audition
- **Credits:** 3-trimester course, 1 credit per trimester. The nature of this course allows for successive trimesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **Laboratory course**

---

**ADVANCED ORCHESTRA (L)**

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

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Beginning and Intermediate Orchestra and/or Director’s Approval upon Audition
- **Credits:** 3-trimester course, 1 credit per trimester. The nature of this course allows for successive trimesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **Laboratory course**
### Jazz Ensemble (L) 4164 (JAZZ ENS)

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

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisite:** Beginning, Intermediate or Advanced Band or Director’s Approval upon Audition
- **Credits:** 1-trimester course for 1 credit. The nature of this course allows for successive trimesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- **Fulfills requirement for 1 of 2 Fine Arts credits for the Core 40 with Academic Honors diploma if students are enrolled in another band or orchestra course
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Laboratory course**

### Music Theory and Composition (L) 4208 (MUS THEORY)

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

- **Recommended Grade Level:** Grades 10-12
- **Credits:** 2-trimester course, 1 credit per trimester
- **Fulfills requirement for two Fine Arts credits (if taken for 2-trimesters) for Core 40 with Academic Honors diploma
- **Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Laboratory course**

### Music History and Appreciation 4206 (MUS HIST)

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

- **Recommended Grade Level:** Grades 9-12
- **Credits:** 1-trimester course for 1 credit.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- **Counts as a Directed Elective or Elective for all diplomas**
**Theatre Arts (L)**

*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.

- **Recommended Grade Level:** Grades 9-12
- **Recommended Prerequisite:** None
- **Credits:** 1-trimester course for 1 credit. The nature of this course allows for two successive trimesters (Theatre Arts I and Theatre Arts II) of instruction at this level, provided that defined standards are utilized.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for all diplomas**
- **Laboratory course**

**Technical Theatre (L)**

*Technical Theatre* is based on the Indiana Academic Standards for Theatre. Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

- **Recommended Grade Level:** Grades 9-12
- **Recommended Prerequisite:** Successful completion of Theatre Arts
- **Credits:** 1-trimester course for 1 credit
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for all diplomas**
- **Laboratory course**

**Advanced Technical Theatre (L)**

*Advanced Technical Theatre* is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Technical Theatre actively lead and supervise in the process of designing, building, managing, programming, drafting, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate technical theatre careers then develop a plan for potential employment or further education through audition, interview or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Successful completion of Technical Theatre
- **Credits:** 1-trimester course of 1 credit.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for all diplomas**
- **Laboratory course**
### Theatre Arts, Special Topics (L) – Musical Theatre

*Theatre Arts, Special Topics* is based on the Indiana Academic Standards for Theatre. Students taking this course focus on a specific subject related to theatre arts, such as: Shakespeare, Children’s Theatre, Directing, Arts Management, and other specialized areas of study. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

- **Recommended Grade Level:** Grades 10-11, or 12
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for all diplomas**
- **Laboratory course**

### Advanced Acting (L)

*Advanced Acting* is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Acting research, create, and perform characters through script analysis, observation, collaboration and rehearsal. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. Additionally, students explore career opportunities in the theatre by attending plays, meeting actors and discussing their work, and becoming theatre patrons in their community.

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Successful completion of Theatre Arts
- **Credits:** 1-trimester course for 1 credit.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for all diplomas**
- **Laboratory course**

### Theatre Production (L)

*Theatre Production* is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Production take on responsibilities associated with rehearsing and presenting a fully mounted theatre production. They read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound and costumes; rehearse and perform roles in a production; and direct or serve as assistant director for a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate a theatre arts career then develop a plan for potential employment or further education through audition, interview, or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Successful Completion of both Theatre Arts and Technical Theatre
- **Credits:** 1-trimester course for 1 credit.
- **Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for all diplomas**
- **Laboratory course**
HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Philosophy: Physical Education I and II, as well as Elective Physical Education are based on Indiana’s Academic Standards for Physical Education, and identify 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. Through a variety of instructional strategies, students practice skills that demonstrate: competency in motor skills and movement patterns needed to perform a variety of physical activities; understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; regular participation in physical activity to achieve and maintain a health enhancing level of physical fitness; responsible personal and social behavior that respects self and others in physical activity settings; value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction; and physical activity as critical to the development and maintenance of good health.

GRADING POLICY

I. Knowledge Test
A. Test at end of each unit
B. Classroom
C. Activity/Lab

D. Cybex Machine Muscle Test
E. Cybex Machine Identification Test
F. Understanding which exercises develop which component of fitness

III. Participation
A. Tardies
B. Non-dress and improper dress
C. Absence
D. Non-participation

II. Fitness Test
A. 20 minute run and/or mile run
B. Sit and reach - Flexibility test
C. Sit-ups - Muscular endurance test
D. Pull-ups - Strength test
E. Competition
F. Proper use of Cybex machines and cardio equipment

IV. Skills
A. Drills
B. Competition
C. Activity tests

PHYSICAL EDUCATION I (L) 3542 (PHYS ED)

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

• Recommended Grade Level: Grades 9-10
• Recommended Prerequisites: none
• Credits: 1-trimester course for 1 credit
• Fulfills part of the Physical Education requirement for all diplomas
• Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
• As a designated laboratory course, 25% of course time must be spent in activity
PHYSICAL EDUCATION II (L) 3544 (PHYS ED II)

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

- **Recommended Grade Level:** Grades 9-10
- **Credits:** 1-trimester course for 1 credit
- **Fulfills part of the Physical Education requirement for all diplomas**
- **Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.**
- **As a designated laboratory course, 25% of course time must be spent in activity.**

HEALTH & WELLNESS EDUCATION 3506 (HLTH&WELL)

*Health & Wellness*, a course based on Indiana’s Academic Standards for Health & Wellness, provides the foundational information needed 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; and 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 that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child’s school years and beyond. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with important core concepts of health and wellness and the knowledge and skills needed to successfully access valid health information, analyze the influence of others on their health behaviors, demonstrate the ability to communicate in a way to enhance and avoid or reduce health risks, demonstrate the ability to use decision-making skills to enhance health, demonstrate the ability to practice health-enhancing behaviors, and demonstrate the ability to advocate for personal, family and community health.

- **Recommended Grade Level:** Grades 9-10
- **Recommended Prerequisites:** none
- **Credits:** 1-trimester course for 1 credit
- **Fulfills the Health & Wellness requirement for all diplomas**
**CURRENT HEALTH ISSUES**

*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.

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisites: Health & Wellness course
- Credits: 1-trimester course for 1 credit
- Counts as an Elective for all diplomas

**ELECTIVE PHYSICAL EDUCATION (L) - ADVANCED FITNESS**

*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 IEP’s and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: Grades 10-12
- Prerequisite: Students MUST have an up to date physical from a doctor (within 5 days of trimester) to participate in this course. Recommended Prerequisites: Physical Education I and II
- Credits: 1-trimester course for 1 credit (repeatable)
- Counts as an Elective for all diplomas
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- As a designated laboratory course, 25% of course time must be spent in activity

**INTRODUCTION TO HEALTH SCIENCE CAREERS**

*Introduction to Health Science Careers* is an exploratory course designed to provide students with an opportunity to investigate all aspects of the health science industry. Students will receive an introduction to healthcare systems and examine a variety of pathways in health science, and reflect on their own knowledge, skills and interests, to begin to narrow the areas within health science they want to continue exploring, in preparation for further study in Health Science I.

- Recommended Grade Level: 10
- Recommended Prerequisites: Preparing for College and Careers, Health and Wellness
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for all diplomas
HEALTH SCIENCE EDUCATION I
5282 (HLTH ED I)

*Health Science Education I* content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, an introduction to health care systems, anatomy, physiology, and medical terminology. Leadership skills developed through HOSA participation are also included. Lab experiences are organized and planned around the activities associated with the student's career objectives. Job seeking and job maintenance skills, personal management skills, self-analysis to aid in career selection and completion of the application process for admission into a post-secondary program of their choice are also included in this course.

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** PE I & II, Health & Wellness. Intro to Health Science Careers strongly encouraged.
- **Credits:** 1 trimester course for 1 credit
- **Counts as a Directed Elective or Elective all diplomas**
- **This course is aligned with the following Post-Secondary courses for Dual Credit**
- **CTE course for Health Science Careers Pathways**

HEALTH SCIENCE EDUCATION II: PHYSICAL THERAPY
5215 (HAS II PT)

*Health Science Education II: Physical Therapy* is an extended laboratory experience at the student's choice of clinical site designed to provide students the opportunity to assume the role of physical therapy assistant and practice technical skills previously learned in the classroom, including information on the health care system and employment opportunities at a variety of entry levels, an overview of the health care delivery systems, health care teams and legal and ethical considerations. It prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed Physical Therapists. In addition students will learn skills specific to physical therapy including observing patients progress, helping patients do specific exercises, using massage and stretching for treatment, aiding patients with devises for movement, educating patient and families, as well as basic assisting in cleaning treatment areas and clerical work. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program. HOSA, the health science student organization, encourages development of leadership, communication, community service and health care related skills.

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisites:** Health Science Education I and Teacher Recommendation
- **Credits:** 1 trimester course for 1 credit
- **Counts as a Directed Elective or Elective all diplomas**
- **Capstone course for Health Science Careers: Physical Therapy Pathway**

HEALTH SCIENCE EDUCATION II: ATHLETIC TRAINING
5290 (HSE II ATH)

*Health Science Education II: Athletic Training* is an extended laboratory experience at a qualified clinical site designed for students to assume the role of an athletic trainer assistant and practice technical skills previously learned in the classroom, including information on the health care system and employment opportunities at a variety of entry levels, an overview of the health care delivery systems, health care terms, and legal and ethical considerations. It prepares students with the knowledge, skills and attitudes essential for providing basic care under the direction of licensed Athletic Trainers. Health Science I is a prerequisite.

- **Recommended Grade Level:** Grade 12
- **Recommended Prerequisites:** Health Science Education I
- **Credits:** 1 trimester course for 1 credit
- **Counts as a Directed Elective or Elective for all diplomas**
Health Science Education II: Special Topics – Lifeguard Training 5286 (HSE II ST)

Health Science Education II: Special Topics is an extended laboratory experience designed to address the advancement and specialization of health care careers allowing schools to provide a specialized course for a specific healthcare workforce need in the school’s region. Practicum is at the student’s choice of clinical site designed to provide students the opportunity to assume the role of a health care provider and practice technical skills previously learned in the classroom, including information on the health care system and employment opportunities at a variety of entry levels, an overview of the health care delivery systems, health care teams and legal and ethical considerations. It prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed health practitioners. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program. Course standards and curriculum must be tailored to the specific healthcare profession preparing students to advance in this career field and should also provide students with opportunities for certification or dual credit. HOSA, the health science student organization, encourages development of leadership, communication, community service and health care related skills.

Lifeguard training is a complete course in lifesaving techniques. Students have the opportunity to earn American Red Cross Certification in CPR for the Professional Rescuer, Standard First Aid, and Lifeguarding. Life guarding techniques taught include: How to carry a victim safely, how to manage a suspected spinal injury in the water, and how to use water rescue equipment. To enroll in the Lifeguard Training course, you must be at least 15 years old and pass a skills test requiring you to perform the following skills: Swim 500 yards continuously using each of the following strokes for at least 100 yards: crawl, breaststroke, sidestroke, and choice; Surface dive to a minimum of 7 feet add bring a ten pound diving brick to the surface; and tread water for at least ten minutes – legs only. The purchase of two books and pocket masks will be required.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1-trimester course for 1 credit (repeatable)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Health Science Education II: Nursing 5281 (HSE II-NURS)

Health Science Education II: Nursing is an extended laboratory experience designed to provide students with the opportunity to assume the role of nurse assistant. Students have the opportunity to learn, and then to practice those technical skills previously learned in the classroom at qualified clinical sites while under the direction of licensed nurses. These sites may include extended care facilities, hospitals and home health agencies. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels of the healthcare field; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills such as providing appropriate personal care to patients; reporting necessary information to nursing staff; operating and monitoring medical equipment; teaching and assisting patients and families with the management of their illness or injury; and performing general health screenings. This course 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 health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

- Recommended Grade Level: 12
- Recommended Prerequisites: Health Science Education I
- Credits: 1-trimester course for 3 credits (3 periods)
- Required: Application and acceptance to University of St. Francis, minimum 3.0 GPA
- Counts as a Directed Elective or Elective for all diplomas
**SCIENCE DEPARTMENT**

**Philosophy:** The curriculum is designed to involve the student as an active participant in his/her science education. As a result of active student participation a student will develop a greater understanding of science. To involve the student, experimental laboratory work is the focal point for further theoretical development of scientific theories. The scientific method, which in short is the general logic employed whether tacitly or explicitly, for assessing the merits of an inquiry, is employed in all phases of student learning. Through the scientific method the endless memorization of detailed scientific facts is avoided and the unifying principles are emphasized.

<table>
<thead>
<tr>
<th>Physical Science Courses</th>
<th>Life/Biological Courses</th>
<th>PLTW &amp; CTE Courses**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry I</td>
<td>Biology I</td>
<td>Anatomy &amp; Physiology</td>
</tr>
<tr>
<td>Integrated Chemistry-</td>
<td>Biology, Advanced Placement</td>
<td>Principles of BioMedical Science</td>
</tr>
<tr>
<td>Physics</td>
<td>Zoology</td>
<td>Human Body Systems</td>
</tr>
<tr>
<td>Physics II</td>
<td>Botany</td>
<td>Medical Terminology</td>
</tr>
<tr>
<td>Earth and Space Science</td>
<td>Microbiology</td>
<td>Nutrition Science Careers I</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Life Science</td>
<td>BioMedical Interventions</td>
</tr>
<tr>
<td></td>
<td>Food Science</td>
<td>BioMedical Innovations</td>
</tr>
</tbody>
</table>

*Students should be reminded that if they earned a “D” in any prerequisite, they are quite likely to experience considerable difficulty in the next course in the science sequence. The recommendation is to retake the course earning a minimum grade of “C” before proceeding to the next course in the sequence.

**PLTW Biomedical Pathway order:** Principles of BioMedical Science (year 1), Human Body Systems (year 2), Medical Interventions (year 3) & BioMedical Innovations (year 4)

<table>
<thead>
<tr>
<th>Graduation Basic Diploma</th>
<th>College Prep and Honors</th>
<th>CTE: Food Science &amp; BioMedical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Biology I</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>Biology I Int Chem/Phys</td>
<td>Principles of BioMedical Science, Food Science</td>
</tr>
<tr>
<td>Junior</td>
<td>Chemistry I</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>Earth &amp; Space</td>
<td></td>
</tr>
</tbody>
</table>

---

78
ANATOMY AND PHYSIOLOGY

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: Biology, Chemistry & Physics
- Credits: 2-trimester course, 1 credit per trimester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Fulfills a Core 40 Science course requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- This course is aligned with postsecondary courses for Dual Credit

BIOLOGY I (L)

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

- Recommended Grade Level: Grades 9-12
- Credits: 2-trimester course, 1 credit per trimester
- Fulfills the life science requirement for the General diploma, Fulfills Biology credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

HONORS BIOLOGY I

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

- Recommended Grade Level: Grade 9
- Credits: 2-trimester course, 1 credit per trimester
- Fulfills the life science requirement for the General diploma, Fulfills Biology credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
AP Biology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisite: Biology I and Chemistry I
- Credits: 3-trimester course, 1 credit per trimester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors
- Qualifies as a quantitative reasoning course

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

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisite: Integrated Math III (Algebra II) can be taken concurrently
- Credits: 2-trimester course, 1 credit per trimester
- Fulfills the requirement for physical science for the General diploma. Fulfills Chemistry credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course

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

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisite: Algebra II (can be taken concurrently)
- Credits: 2-trimester course, 1 credit per trimester
- Fulfills the requirement for physical science for the General diploma. Fulfills Chemistry credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course
Chemistry Enrichment, Advanced Science, Special Topics is any science course which is grounded in extended laboratory, field, and literature investigations into one or more specialized science disciplines, such as anatomy/physiology, astronomy, biochemistry, botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry, etc. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student’s course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities. Chemistry Enrichment is a laboratory science emphasizing advanced topics in chemistry. Students will analyze chemical systems with regard to thermochemistry, equilibrium systems (including acid/base equilibrium), oxidation and reduction reactions, kinetic molecular theory, and organic chemistry.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** none
- **Credits:** 1 trimester course for 1 credit
- **Qualifies as a directed elective for all diplomas**

AP Chemistry is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisite:** Chemistry I, Algebra II
- **Credits:** 3-trimester course, 1 credit per trimester
- **Counts as a Science Course for all diplomas**
- **Qualifies as a quantitative reasoning course**

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

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisite:** Algebra II
- **Credits:** 2-trimester course, 1 credit per trimester
- **Fulfills the physical science requirement for the General diploma. Fulfills the 2 credit requirement for Chemistry I, Physics I or Integrated Chemistry and Physics towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas**
- **Qualifies as a quantitative reasoning course**
### AP PHYSICS 1 (L)
3080 (PHYS 1 AP)

*AP Physics 1* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 1: Algebra-based is equivalent to a first-trimester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisite:** Integrated Math I, Integrated Math II, Honors Biology, Honors Chemistry
- **Credits:** 2 trimester course, 1 credit per trimester
- **Counts as a Science Course for all diplomas**
- **Qualifies as a quantitative reasoning course**

### AP PHYSICS 2 (L)
3081 (PHYS 2 AP)

*AP Physics 2* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 2: Algebra-based is equivalent to a second-trimester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics.

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisite:** AP Physics 1-Algebra-based
- **Credits:** 2 trimester course, 1 credit per trimester
- **Counts as a Science Course for all diplomas**
- **Qualifies as a quantitative reasoning course**

### EARTH AND SPACE SCIENCE I (L)
3044 (EAS SCI I)

*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.

- **Recommended Grade Level:** Grades 10-12
- **Credits:** 2-trimester course, 1 credit per trimester
- **Fulfills Core 40 science credit for all diplomas**

### INTEGRATED CHEMISTRY-PHYSICS (L)
3108 (ICP)

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

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisite:** Algebra I (may be taken concurrently with this course)
- **Credits:** 2-trimester course, 1 credit per trimester
- **Fulfills the physical science requirement for the General diploma. Fulfills the 2 credit requirement for Chemistry I, Physics I or Integrated Chemistry and Physics towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas**
**LIFE SCIENCE (L) 3030 (LIFE SCI)**

*Life Science* is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles. Students explore the functions and processes of cells within all living organisms, the sources and patterns of genetic inheritance and variation leading to biodiversity, and the relationships of living organisms to each other and to the environment as a whole.

- **Recommended Grade Level:** Grade 10-12
- **Credits:** 1-trimester course for 1 credit
- **Fulfills the life science requirement for the General Diploma only or counts as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

**PHYSICAL SCIENCE (L) 3102 (PHY SCI)**

*Physical Science* is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related Earth and space science concepts and principles that are related to students’ interests and that address everyday problems. Students enrolled in Physical Science will explore the structure and properties of matter, the nature of energy and its role in chemical reactions and the physical and chemical laws that govern Earth’s interconnected systems and forces of nature.

- **Recommended Grade Level:** Grade 10-12
- **Credits:** 1-trimester course for 1 credit
- **Fulfills the physical science requirement for the General Diploma only or counts as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

**PLTW PRINCIPLES OF BIOMEDICAL SCIENCES 5218 (PRIN BIOMED)**

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

- **Recommended Grade Level:** Grades 9-10
- **Recommended Prerequisites:** Biology I or concurrent enrollment in Biology I is required.
- **Credits:** 2-trimester course, 1 credit per trimester
- **Counts as a Directed Elective or Elective for all diplomas**

**PLTW HUMAN BODY SYSTEMS 5216 (HUMAN SYST)**

*PLTW Human Body Systems* is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions.

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Principles of the Biomedical Sciences or Chemistry and Physics (or currently enrolled in Physics)
- **Credits:** 2-trimester course, 1 credit per trimester
- **Counts as a Directed Elective or Elective for all diplomas**
**PLTW Medical Interventions** 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. **NOTE:** Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.

- **Recommended Grade Level:** Grade 11-12
- **Recommended Prerequisites:** Human Body Systems
- **Credits:** 2-trimester course, 1 credit per trimester
- **Counts as a Directed Elective or Elective for all diplomas**

**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. **NOTE:** Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.

- **Recommended Grade Level:** Grade 12
- **Recommended Prerequisites:** PLTW Medical Interventions
- **Credits:** 2-trimester course, 1 credit per trimester
- **Counts as a Directed Elective or Elective for all diplomas**

**Botany, Advanced Science, Special Topics (L) - Botany** is any science course which is grounded in extended laboratory, field, and literature investigations into one or more specialized science disciplines, such as anatomy/physiology, astronomy, biochemistry, botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry, etc. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student’s course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities. Students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student’s course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.

**Advanced Science Special Topics - Botany** is a laboratory science emphasizing the process of scientific investigation through the study of plant morphology and physiology. This course will study the identification, classification, anatomy, ecology, and economic significance of all the major groups of plants.

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisites:** Biology I
- **Credits:** 1-trimester course for 1 trimester
- **Counts as a Directed Elective or Elective for all diplomas**
Advanced Science, Special Topics is any science course which is grounded in extended laboratory, field, and literature investigations into one or more specialized science disciplines, such as anatomy/physiology, astronomy, biochemistry, botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry, etc. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student’s course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.

Students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student’s course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities. Students enrolled in this course will engage in an in-depth study of concepts, principles and unifying themes that are unique to microbiology and that address specific technological and health related issues. After a brief overview of all types of microorganisms, the focus of the remainder of the course will be bacteriology:

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: Biology I
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for all diplomas

Zoology is a laboratory science emphasizing the process of scientific investigation through the study of animals, both invertebrate and vertebrate. This course will emphasize the taxonomy, anatomy, ecology and economic significance of all the major animal phyla. Students should be advised that the primary laboratory technique used in this course is dissection.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: Biology I
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for all diplomas
**Medical Terminology** prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information. Students have the opportunity to acquire skills in interpreting medical records and communications accurately and logically. Emphasis is on forming a foundation for a medical vocabulary including meaning, spelling and pronunciation, medical abbreviations, signs, and symbols are included.

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Biology I
- **Credits:** 2-trimester course, 1 credit per trimester
- **Counts as a Directed Elective or Elective for all diplomas**
- **This course is aligned with postsecondary courses for Dual Credit**

**Food Science** provides students with an overview of food science and its importance. Introduction to principles of food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry help students understand the role that food science plays in securing 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, leadership development, supervised agricultural experience and career opportunities in the area of food science.

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Biology I
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for all diplomas**

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

- **Recommended Grade Level:** 11-12
- **Recommended Prerequisites:** Chemistry, Biology, Food Science, Nutrition and Wellness, Advanced Nutrition and Wellness
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for all diplomas**
- **Qualifies as a quantitative reasoning course**
Nutrition Science Careers I is an instructional program that introduces students to careers in nutrition, dietetics, food science, food research and development, and related careers. The course of study includes topics and issues in nutrition; food science topics and issues; topics related to management of daily living needs of individuals and families; nutrition and foods for children and the elderly; topics related to cleaning and maintenance, purchasing, and food preparation; managing operations in food production, food science, or food research and development establishments; related research, development, and testing. Intensive laboratory experiences with industry applications are a required component of this course of study. Work-based experiences in food and nutrition science careers are strongly encouraged.

- **Recommended Grade Levels:** Grades 11-12
- **Recommended Prerequisites:** Advanced Nutrition and Wellness,
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for all diplomas
- **CTE course for Food Science Pathway**

Nutrition Science Careers II builds on content and skills of Nutrition Science Careers I and prepares students for careers in and higher education programs related to nutrition, dietetics, food science, food research and development, and related careers that focus on assisting individuals and families in managing their personal, family, and social needs regarding nutrition, diet, and foods. The course of study includes, but is not limited to: advanced topics and issues in nutrition; advanced food science topics and issues; food and nutrition for individuals and families with special needs and disadvantages; topics related to management of daily living needs of individuals and families; nutrition and foods in child care and convalescent care; topics and issues related to maintaining the food supply; topics related to cleaning and maintenance, purchasing, and food preparation; managing operations in food production, food science, or food research and development establishments; providing for the dietary needs of persons with special requirements; related research, development, and testing. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive laboratory experiences with industry applications are a required component of this course of study. Work-based experiences in food and nutrition science careers are strongly encouraged. This course provides the foundation for study in higher education that leads to related careers.

- **Recommended Grade Levels:** 12
- **Recommended Prerequisites:** Nutrition Science Careers I
- **Credits:** 1 credit, 1 trimester course
- **Counts as a Directed Elective or Elective for all diplomas
- **CTE course for Food Science Pathway**
**SOCIAL STUDIES DEPARTMENT**

**Philosophy:** Work in social studies should enable the students to clarify their own beliefs and develop a consistent value system. Since the future develops out of the past and the present, it is felt by this department that each student should be equipped with the tools of inquiry and the ability to apply these tools to a continuing examination of the society in which they live. Social studies education in this sense will then impart relevancy to the individual and give him a sense of fulfillment. It is in carrying out this philosophy to the greatest extent that we will, through these students of today and the future, impart vigor and vitality to the free institutions of American society. Social Studies education at Merrillville High School consists of subjects selected from the fields of sociology, psychology, history, political science, economics, and geography. The purpose of these selections, taken in their entirety is to help students understand man and his relationships with his environment and with other human beings.

---

**ECONOMICS 1514 (ECON)**

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

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit
- **Fulfills the Economics requirement for all diplomas**
- **Qualifies as a quantitative reasoning course**

---

**ETHNIC STUDIES 1516 (ETH STUDIES)**

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

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** English 9 & World Civilization or World Geography
- **Credits:** 1-trimester course for 1 credit
- **Counts as an Elective for all diplomas**
GEOGRAPHY AND HISTORY OF THE WORLD 1570 (GEO-HST WLD)

*Geography and History of the World* is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

- **Recommended Grade Level:** 9-12
- **Recommended Prerequisites:** None
- **Credits:** 2 trimester course, 1 credit per trimester
- **Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas**
- **Counts as a Social Studies requirement for the General Diploma**
- **Counts as an Elective for all diplomas**

WORLD HISTORY AND CIVILIZATION 1548 (WLD HST/CVL)

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

- **Recommended Grade Level:** 9-12
- **Recommended Prerequisites:** None
- **Credits:** 2 trimester course, 1 credit per trimester
- **Counts as an Elective for all diplomas**
- **Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas.**
**UNITED STATES GOVERNMENT 1540 (US GOVT)**

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

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: None
- Credits: 1-trimester course for 1 credit
- Fulfills the Government requirement for all diplomas

**AP UNITED STATES GOVERNMENT AND POLITICS 1560 (US GOVT AP)**

*AP United States Government and Politics* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Topics include: (1) constitutional underpinnings, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: None - students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1-trimester course for 1 credit.
- Fulfills the US Government requirement for all diplomas.

**AP MACROECONOMICS 1564 (MACRO-ECON)**

*AP Macroeconomics* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; Measurement of Economic Performance; National Income and Price Determination; Financial Sector; Stabilization Policies; and Economic Growth.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: None - students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1-trimester course for 1 credit
- Fulfills the Economics requirement for all diplomas.
- Qualifies as a quantitative reasoning course
**AP MICROECONOMICS**

*AP Microeconomics* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students’ familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; the Nature and Functions of Product Markets; Factor Markets; and Market Failure and the Role of Government.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: None - students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1-trimester course for 1 credit
- Fulfills the Economics requirement for all diplomas
- Qualifies as a quantitative reasoning course

**PSYCHOLOGY**

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

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: None
- Credits: 1-trimester course for 1 credit
- Counts as an Elective for all diplomas

**AP PSYCHOLOGY**

*AP Psychology* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: None. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1-trimester course for 1 credit
- Counts as an Elective for all diplomas
Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people’s attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today’s world.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: None
- Credits: 1-trimester course for 1 credit
- Counts as an Elective for all diplomas

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

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisites: None
- Credits: 2-trimester course, 1 credit per trimester
- Fulfills the US History requirement for all diplomas

Topics In History provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth-century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history. This is a survey course to be taken by ALL students.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: US History I and US History II
- Credits: 1-trimester course for 1 credit
- Counts as an Elective for all diplomas
**AP United States History** is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students’ abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisites:** None
- **Credits:** 3-trimester course for 3 credits covering US History I, US History II, and US History III
- **Fulfills the US History requirement for all diplomas.**
- **This course is aligned with postsecondary courses for Dual Credit**

**TOPICS IN SOCIAL SCIENCE: AMERICAN CULTURE**

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

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisites:** United States History and World Civilizations or World Geography
- **Credits:** 1-trimester course for 1 credit
- **Counts as an Elective for all diplomas**

**TOPICS IN HISTORY: HISTORY OF WAR**

*Topics In History* provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth-century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history. A look at wars from the American Revolutionary War to Viet Nam will be included in this course on American Conflicts. This is an in-depth study of the cause and effects if the wars on society.

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisites:** United States History and World Civilizations or World Geography
- **Credits:** 1-trimester course for 1 credit
- **Counts as an Elective for all diplomas**
Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: none
- Credits: 1 trimester course, 1 credit per trimester
- Counts as an Elective for all diplomas
- Must be offered at least once per school year
SPECIAL EDUCATION – DIPLOMA TRACK

**Philosophy:** Special Education courses have been designed to meet the educational needs of those students who have been identified as needing special services through an Individualized Educational Plan or IEP. Courses were designed to meet all educational needs in the least restrictive environment. Students are strongly encouraged to participate in the general education curriculum (co-taught) when possible. **Students are required to take a minimum of the co-taught Algebra I and English 10 and participate in the state End of Course Assessments in order to be qualified to earn a diploma.**

The Course of Study for the **Certificate of Completion** is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student’s Individual Education Plan (IEP). Certificate of Completion is **NOT** a High School Diploma. In addition to state core curriculum requirements; students earning a certificate of completion MUST fulfill at least one of the following (aligned with transition goals):

1. Career credential
2. Career Experience
3. Work Ethic Certificate
4. Other Work Related Activities.

The following courses are offered to students with mild to moderate disabilities through the general diploma and certificate of completion curriculum. Students can take these courses in the general education setting with accommodations made as needed based for the individual student. Students may also take these courses in a self-contained setting, as available, with accommodations and modifications as needed based for the individual student. Course offerings are contingent upon student request and staff availability.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9 A &amp; B</td>
<td>Algebra Enrichment</td>
</tr>
<tr>
<td>Composition</td>
<td>Life Science</td>
</tr>
<tr>
<td>English 10 A &amp; B</td>
<td>US History 1</td>
</tr>
<tr>
<td>English 11 A &amp; B</td>
<td>Health &amp; Wellness</td>
</tr>
<tr>
<td>English 12 A &amp; B</td>
<td>Algebra I</td>
</tr>
<tr>
<td></td>
<td>Physical Science</td>
</tr>
<tr>
<td></td>
<td>Biology I</td>
</tr>
<tr>
<td></td>
<td>US History 2</td>
</tr>
<tr>
<td></td>
<td>US History 3</td>
</tr>
<tr>
<td></td>
<td>Adaptive PE</td>
</tr>
<tr>
<td>English 9, 1002 (ENG 9)</td>
<td>Applied Economics</td>
</tr>
<tr>
<td>English 11 A &amp; B</td>
<td>US Government</td>
</tr>
</tbody>
</table>

**ENGLISH 9**

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

- Recommended Grade Level: 9
- Recommended Prerequisites: none
- Credits: 2 trimester course, 1 credit per trimester
- Fulfills an English/Language Arts requirement for all diplomas
### COMPOSITION

*Composition*, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature. 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.

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

---

### ENGLISH 10

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

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

---

### ENGLISH 11

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

- **Recommended Prerequisites:** English 9 and English 10 or teacher recommendation
- **Credits:** 2 trimester course, 1 credit per trimester
- **Fulfills an English/Language Arts requirement for all diplomas**
**ENGLISH 12**

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

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

**MATH 10**

Math 10 is a new two-trimester 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.

- Recommended Grade Level: 9-10
- Recommended Prerequisites: Students who have attempted a complete year of Algebra 1
- Credits: 2 trimester course, 1 credit per trimester
- Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**INTEGRATED MATH I**

*Integrated Mathematics I* formalizes and extends the mathematics students learned in the middle grades. The critical areas deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Mathematics I use properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9-10-11-12
- Recommended Prerequisites: none
- Credits: 2 trimester course, 1 credit per trimester
- Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas
- Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Integrated Mathematics I by the end of Grade 9
**BUSINESS MATH**  
4512 (BUS MATH)

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

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisite:** Algebra I
- **Credits:** 2-trimester course for 2 credits
- **Fulfills a Mathematics requirement for the General Diploma only or counts as an Elective or Directed Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Qualifies as a quantitative reasoning course**

---

**LIFE SCIENCE (L)**  
3030 (LIFE SCI)

*Life Science* is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles. Students explore the functions and processes of cells within all living organisms, the sources and patterns of genetic inheritance and variation leading to biodiversity, and the relationships of living organisms to each other and to the environment as a whole.

- **Recommended Grade Level:** Grade 12
- **Credits:** 1-trimester course for 1 credit
- **Fulfills the life science requirement for the General Diploma only or counts as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

---

**PHYSICAL SCIENCE (L)**  
3102 (PHY SCI)

*Physical Science* is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related Earth and space science concepts and principles that are related to students’ interests and that address everyday problems. Students enrolled in Physical Science will explore the structure and properties of matter, the nature of energy and its role in chemical reactions and the physical and chemical laws that govern Earth’s interconnected systems and forces of nature.

- **Recommended Grade Level:** Grade 12
- **Credits:** 1-trimester course for 1 credit
- **Fulfills the physical science requirement for the General Diploma only or counts as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

---

**BIOLOGY I A & B (L)**  
3024 (BIO I)

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

- **Recommended Grade Level:** Grades 9-12
- **Credits:** 2-trimester course for 2 credits
- **Fulfills the life science requirement for the General diploma, Fulfills Biology credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
UNITED STATES HISTORY I & II 1542 (US HIST)

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

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** None
- **Credits:** 2-trimester course for 2 credits
- **Fulfills the US History requirement for all diplomas**

TOPICS IN HISTORY – US HISTORY III 1538 (TOP HIST)

*Topics In History* provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth-century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history. This is a survey course to be taken by ALL students.

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisites:** US History I and US History II
- **Credits:** 1-trimester course for 1 credit
- **Counts as an Social Studies Requirement for all diplomas**

UNITED STATES GOVERNMENT 1540 (US GOVT)

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

- **Recommended Grade Level:** Grades 11-12
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit
- **Fulfills the Government requirement all diplomas**
ECONOMICS 1514 (ECON)

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

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: None
- Credits: 1-trimester course for 1 credit
- Fulfills the Economics requirement for all diplomas
- Qualifies as a quantitative reasoning course

INDIANA HISTORY 1518 (IN STUDIES)

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

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 trimester course, 1 credit per trimester
- Counts as an Elective for all diplomas
- Must be offered at least once per school year

HEALTH & WELLNESS EDUCATION 3506 (HLTH&WELL)

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

- Recommended Grade Level: Grades 9-10
- Recommended Prerequisites: none
- Credits: 1-trimester course for 1 credit
- Fulfills the Health & Wellness requirement for all diplomas
Basic Skills Development – ENGLISH

Basic Skills Development is a multidisciplinary course which provides students continuing opportunities to develop basic skills, including reading, writing, listening, speaking, note taking, study and organizational skills, and problem-solving skills that are essential for high school course work achievement. This class is geared to help students who have failed to pass the Indiana state proficiency examination. Because these students struggle with writing assignments and read below grade level, the class stresses vocabulary development; reading comprehension, with focus on informational materials and an analysis of fiction; writing skills, beginning with basic grammar skills and progressing to paragraphs and ending with a multi-paragraph essay; and spelling.

- Recommended Grade Level: Grades 11-12
- Credits: 1-trimester course for 1 credit (repeatable)
- Counts as an Elective for all diplomas

Basic Skills Development – MATH

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. This class is geared to help students who have failed to pass the Indiana state proficiency examination. 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.

- Recommended Grade Level: Grades 11-12
- Credits: 1-trimester course for 1 credit (repeatable)
- Counts as an Elective for all diplomas
Indiana Certificate of Completion

Course of Study

Effective with the students who enter high school in 2018-19 school year (Class of 2022)

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student’s Individual Education Plan (IEP).

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Student must take a math or applied math course each year in high school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>4 credits/applied units</td>
</tr>
<tr>
<td></td>
<td>Including a balance of physical, earth/nature, life, engineering and technology</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits/applied units</td>
</tr>
<tr>
<td></td>
<td>Including a balance of history, civics and government, geography, economics</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 credits/applied units</td>
</tr>
<tr>
<td>Health &amp; Wellness</td>
<td>1 credit/applied unit</td>
</tr>
<tr>
<td>Employability</td>
<td>10 credits/applied units</td>
</tr>
<tr>
<td></td>
<td>Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, introduction to post-secondary options</td>
</tr>
<tr>
<td>Electives</td>
<td>7 credits/applied units</td>
</tr>
</tbody>
</table>

Certificate of Completion Transition Portfolio

Students earning a certificate of completion fulfill at least one of the following (aligned with transition goals):

1. **Career Credential**: Complete an industry-recognized certification, one-year certificate or state-approved alternative
2. **Career Experience**: Complete project- or work-based learning experience or part time employment
3. **Work Ethic Certificate**: Earn a Work Ethic Certificate (criteria to be locally determined)
4. **Other Work Related Activities**: As determined by the case conference committee

Assumptions:

1) High Expectations for all students is a shared responsibility.
2) General Education courses are accessed whenever appropriate to fulfill the Certificate of Completion course of study.
3) Students’ IEP goals are aligned with grade level standards/content connectors that drive curriculum and instruction.
4) Communication skills, reading skills, and problem solving skills are integrated into all courses.
5) Courses can be repeated with new goals if appropriate; more than four years may be needed for completion.
6) All courses are driven by the Transition IEP and individual goals of each student.
**APPLIED ENGLISH 9**

*Applied English 9* is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- **Recommended Grade Level:** 9-10
- **Applied Units:** 4 units maximum
- **Counts as an English/Language Arts Requirement for the Certificate of Completion**

**APPLIED COMPOSITION**

*Applied Composition*, a course based on the Indiana Academic Standards or Content Connectors for English/Language Arts, is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style.

- **Recommended Grade Level:** 9-10
- **Applied Units:** 2 units maximum
- **Counts as an English/Language Arts Requirement or Elective for the Certificate of Completion**

**APPLIED ENGLISH 10**

*Applied English 10* an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- **Recommended Grade Level:** 9-10
- **Applied Units:** 4 units maximum
- **Counts as an English/Language Arts Requirement for the Certificate of Completion**

**APPLIED ENGLISH 11**

*Applied English 11*, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access online information.

- **Recommended Grade Level:** 11-12
- **Applied Units:** 4 units maximum
- **Counts as an English/Language Arts Requirement for the Certificate of Completion**
Applied English 12, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access online information.

- Recommended Grade Level: 11-12
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

Applied Developmental Reading is a supplemental course that provides students with individualized, specially designed instruction to support success in completing course work aligned with the Indiana Academic Standards or Content Connectors for English/Language Arts.

- Recommended Grade Level: 9-12
- Applied Units: 4 units maximum
- Counts as an elective for the Certificate of Completion

Applied Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support skills and content aligned to Indiana Academic Standards or Content Connectors for English/Language Arts. All students should be concurrently enrolled in an English course or have met the ELA requirements for the Certificate of Completion.

- Recommend Grade level: 9-12
- Applied Units: 4 units maximum
- Counts an Elective for the Certificate of Completion

Applied Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 4 strands: Numbers Sense, Expressions and Computation; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; and Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors.

- Recommended Grade Level: 9-10
- Applied Units: 4 units maximum
- Counts as a Math Requirement for the Certificate of Completion
**Applied Business Math** is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of application of money management skills, navigating industry specific technology and apps, establishing and managing budgets, and maintaining inventory for products and other necessary skills that provides the foundation for students interested in careers in business related fields and everyday life. The content includes basic mathematical operations related to accounting, banking and finance, marketing, management, and retail. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

- Recommended Grade Level: 11-12
- Applied Units: 4 units maximum
- Counts as an Elective for the Certificate of Completion
- Fulfills a Mathematics requirement for the Certificate of Completion
- Qualifies as an applied math course for the Certificate of Completion

**Applied Mathematics Lab** provides students with individualized instruction designed to increase math related competencies and/or mathematics coursework aligned with Indiana’s Academic Standards or Content Connectors for Mathematics.

- Recommended Grade Level: 9-12
- Applied Units: 4 units maximum
- Counts as an Elective for the Certificate of Completion

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

- Recommended Grade Level: 9-10
- Applied Units: 4 units maximum
- Counts as a Science Requirement for the Certificate of Completion

**Applied Life Science** is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles. Students explore the functions and processes of cells within all living organisms, general concepts of genetics, and the relationships of living organisms to each other and to the environment as a whole.

- Recommended Grade Level: 10-12
- Applied Units: 2 units maximum
- Counts as an Elective or Science Requirement for the Certificate of Completion
APPLIED PHYSICAL SCIENCE (L) 3102A (PHY SCI)

*Applied Physical Science* is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related Earth and space science concepts and principles that are related to students’ interests and that address everyday problems.
- **Recommended Grade Level:** 10-12
- **Applied Units:** 2 units maximum
- **Counts as an Elective or Science Requirement for the Certificate of Completion**

APPLIED EARTH & SPACE SCIENCE I 3044A (EAS SCI I)

*Applied 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 and experimentation by conducting investigations and evaluating and communicating the results of those investigations. Course may include a variety of learning experiences and tools support the process of investigation, data collection and analysis.
- **Recommended Grade Level:** 10-12
- **Applied Units:** 4 units maximum
- **Counts as an Elective or Science Requirement for the Certificate of Completion**

APPLIED TOPICS IN HISTORY 1538A (TOP HIST)

*Applied Topics In History* provides students the opportunity to study specific historical eras, events, or concepts. Application of knowledge and development of historical research skills using primary and secondary sources is included. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth-century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.
- **Recommended Grade Level:** Grades 9-10
- **Recommended Prerequisites:** US History I and US History II
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Social Studies Requirement or Elective for the Certificate of Completion**

APPLIED INDIANA STUDIES 1518A (IN STUDIES)

*Applied 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. Examination of individual leaders (state or local) and their roles in a democratic society will be included. Student will examine the participation of citizens in the political process to understand their role. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.
- **Recommended Grade Level:** 9-12
- **Applied Units:** 2 units maximum
- **Counts as a Social Studies Requirement or Elective for the Certificate of Completion**
### APPLIED GEOGRAPHY & HISTORY OF THE WORLD 1570A (GEO-HST WLD)

*Applied Geography and History of the World* is designed to enable students to use geographical tools, skills and historical concepts to apply their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety sources, organizing information by creating graphic representations, analyzing information to understand, determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. Students use the knowledge, tools, and skills obtained from this course in order to understand, analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

- **Recommended Grade Level:** 9-12
- **Applied Units:** 4 units maximum
- **Counts as a Social Studies Requirement or Elective for the Certificate of Completion**

### APPLIED CURRENT PROBLEMS, ISSUES AND EVENTS 1512A (CPIE)

*Applied Current Problems, Issues, and Events* gives students the opportunity to apply investigative and inquiry techniques to the study of problems or issues existing in the class, school, community, state, country or world. 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 significance to the student and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- **Recommended Grade Level:** 11-12
- **Applied Units:** 2 units maximum
- **Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion**

### APPLIED STATE AND LOCAL GOVERNMENT 1536A (ST/LOC GOVT)

*Applied State and Local Government* is the study of the function and organization of state, county, city, town, and township government units. This course also traces the role and influence of political and social institutions on a state’s political development. The implications of this development for governmental units should be discussed relative to current political and governmental situations. Field trips, observations, and interviews with state and local leaders should be encouraged whenever possible and content may also focus on school or social communities.

- **Recommended Grade Level:** 11-12
- **Applied Units:** 2 units maximum
- **Counts as a Social Studies Requirement or Elective for the Certificate of Completion**
**APPLIED ECONOMICS**

**1514A (ECON)**

*Applied Economics* examines the allocation of resources and their uses for satisfying human needs and wants. The course identifies economic behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade. Students may be offered opportunities to better understand and apply course content through a variety of instructional strategies including project- and community-based instruction and real world experiences.

- **Recommended Grade Level:** 11-12
- **Applied Units:** 2 units maximum
- **Counts as a Social Studies Requirement or Elective for the Certificate of Completion**

**APPLIED PHYSICAL EDUCATION I**

**3542A (PHYS ED I)**

*Applied Physical Education I* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

- **Recommended Grade Level:** 9-12
- **Applied Units:** 2 units maximum
- **Counts as the Health & Wellness requirement for the Certificate of Completion**

**APPLIED PHYSICAL EDUCATION II**

**3544A (PHYS ED II)**

*Applied Physical Education II* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not covered in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

- **Recommended Grade Level:** 9-12
- **Applied Units:** 2 units maximum
- **Counts as the Health & Wellness requirement for the Certificate of Completion**

**APPLIED ELECTIVE PHYSICAL EDUCATION**

**3560A (ELECT PE)**

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

- **Recommended Grade Level:** 9-12
- **Applied Units:** 8 units maximum
- **Counts as the Health & Wellness Requirement for the Certificate of Completion**
**APPLIED HEALTH & WELLNESS EDUCATION**

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

- Recommended Grade Level: 9-12
- Applied Units: 2 units maximum
- Counts as an Elective or Health & Wellness requirement for the Certificate of Completion

**APPLIED CURRENT HEALTH ISSUES**

**Applied 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.

- Recommended Grade Level: 9-12
- Applied Units: 2 units maximum
- Counts as an Elective or Health & Wellness requirement for the Certificate of Completion

**APPLIED BASIC SKILLS DEVELOPMENT**

**Applied Basic Skills Development** is a multidisciplinary course that 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, (9) employability skills, which are essential for high school achievement and post-secondary outcomes. Determination of the skills to be emphasized in this course is based on Indiana’s standards and Content Connectors, individual school corporation general curriculum plans, and the student’s 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 and may be applied using instructional practices related to community based instruction.

- Recommended Grade Level: 11-12
- Applied Units: 8 units maximum
- Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion
APPLIED PREPARING FOR COLLEGE AND CAREERS 5394A (PREP CC)

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

- Recommended Grade Level: 9-10
- Applied Units: 2 units maximum
- Counts as an Elective or Employability for the Certificate of Completion

APPLIED CAREER INFORMATION AND EXPLORATION 0522A (CARR INFO)

*Applied Career Information and Exploration* provides students with opportunities to learn about themselves including interests, strengths and needed supports while exploring various traditional and nontraditional occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as community based instruction, internships, mock interviews, and guest speakers. Portfolio and resume development experience and career-related assessments may also be provided to students.

- Recommended Grade Level: 10-11
- Applied Units: 4 units maximum
- Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion

APPLIED CAREER EXPLOREXION INTERNSHIP 0530A (CARR EXP)

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

- Recommended Grade Level: 11-12
- Applied Units: 4 units maximum
- Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion
### Applied Community Service

*Applied Community Service* is a course created by public law IC 20-30-14, allowing juniors and seniors the opportunity to earn 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.”

- **Recommended Grade Level:** 11-12
- **Applied Units:** 2 units maximum
- **Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion**

### Applied Personal Financial Responsibility

*Applied 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 and apply skills in financial literacy and responsible decision making. Content includes analyzing personal standards, needs, wants, and goals; identify sources of income, and navigating technology for money management. A project based approach and applications through authentic settings such as work based observations, service learning experiences and community based instruction are appropriate. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged.

- **Recommended Grade Level:** 11-12
- **Applied Units:** 2 units maximum
- **Counts as an Elective for the Certificate of Completion**

### Applied Nutrition & Wellness

*Applied Nutrition and Wellness* is an introductory course valuable for all students as a life foundation and academic enrichment. This is a nutrition class that introduces students to only the basics of food preparation so Indiana Department of Education High School Course Titles & Descriptions 80 they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, self-determination, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied.

- **Recommended Grade Level:** 9-12
- **Applied Units:** 2 units maximum
- **Counts as an Employability Requirement or Elective for the Certificate of Completion**

### Applied Interpersonal Relationships

*Applied Interpersonal Relationships* is an introductory course that is relevant for students interested in careers that involve interacting with people and for everyday life relationships. 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, self-determination, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project or community based approach is recommended in order to apply these topics of interpersonal relationships. This course provides a foundation for all careers and everyday life relationships that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, the general public, family and friends.

- **Recommended Grade Level:** 9-10
- **Applied Units:** 2 units maximum
- **Counts as an Employability Requirement or Elective for the Certificate of Completion**
## Applied Adult Roles and Responsibilities  
**5330A (ADULTROLES)**

*Applied Adult Roles and Responsibilities* is recommended for all students as life foundations and academic enrichment for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepares to take the next steps toward adulthood in today’s society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project or community based approach that utilizes problem solving skills, communication, leadership, self-determination skills, management processes, and fundamentals to college, career and community membership success. Service learning and other authentic applications are strongly recommended.

- **Recommended Grade Level:** 11-12
- **Applied Units:** 2 units maximum
- **Counts as an Elective or Employability Requirement for the Certificate of Completion**

## Applied Human Development  
**5366A (HUMAN DEV)**

*Applied Human Development and Wellness* is valuable for all students as a life foundation and academic enrichment. Course content includes 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 or community based approach that utilizes problem solving skills, communication, leadership, self-determination skills, and management processes is recommended in order to apply and generalize these skills in authentic settings.

- **Recommended Grade Level:** 11-12
- **Applied Units:** 2 units maximum
- **Counts as an Employability Requirement or Elective for the Certificate of Completion**
TECHNOLOGY EDUCATION

Philosophy: Technology Education has an important role to play in our modern society. Each day our world becomes more mechanized and technical with the invention and production of more laborsaving devices. Many trades persons and technicians are needed to install, operate and service these modern pieces of equipment. Technology Education offers students an opportunity to acquire some insight into various technical and trade areas. Lab or shop classes are not designed to turn out trades persons or technicians but are for the purpose of acquainting the student with various occupations requiring some type of mental manual skill. Technology Education class experiences will have carry-over value in later life, in job situations, in consumer knowledge, or possibly in home maintenance.

INTRODUCTION TO TRANSPORTATION 4798 (INT TRANS)

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

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisites: None
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for all diplomas

AUTOMOTIVE SERVICES TECHNOLOGY I 5510 (AUTO TECH I)

Automotive Services Technology I is a one year course that encompasses the sub topics of the NATEF/ ASE identified areas of Steering & Suspension and Braking Systems. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of trimester based or yearlong instruction. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one year offering must meet the NATEF program certifications for the two primary areas offered in this course. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. Mathematical skills will be reinforced through precision measuring activities as well as cost estimation and calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Introduction to Transportation
- Credits: 2 trimester course, 2-trimesters required, 1-3 credits per trimester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- This course is aligned with postsecondary courses for Dual Credit
### AUTOMOTIVE SERVICES TECHNOLOGY II

**5546 (AUTO TECH II)**

Automotive Services Technology II is a one year course that encompasses the sub topics of the NATEF/ASE identified areas of Electrical Systems and Engine Performance. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of trimester based or yearlong instruction. Additional areas of manual transmissions /differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one-year offering must meet the NATEF program certifications for the two primary areas offered in this course. Mathematical skills will be reinforced through precision measuring activities and cost estimation/calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

- **Recommended Grade Level:** 12
- **Required Prerequisites:** Automotive Services Technology I
- **Credits:** 2 trimester course, 2-trimesters required, 1-3 credits per trimester, 6 credits maximum
- **Counts as a Directed Elective or Elective for all diplomas**
- **This course is aligned with postsecondary courses for Dual Credit**

### TRANSPORTATION SYSTEMS

**4786 (TRANS SYST)**

*Transportation Systems* is a course that specializes in the study of the transportation systems used to support commerce and the logistics for the efficient movement of goods and people. In this course, students will explore the systems, techniques and vehicles used to move people and cargo on land, water, air, and space. Activities allow students to understand a variety of transportation systems and investigate the energy, power and mechanical systems used to move people and products from one location to another.

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Intro to Transportation
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for all diplomas**

### INTRODUCTION TO ENGINEERING DESIGN

**4802 NON-PLTW (INT ENG DES)**

*Introduction to Engineering Design* is an introductory course which develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design (CAD). NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.

- **Recommended Grade Level:** Grades 10-11
- **Recommended Prerequisites:** none
- **Credits:** 1-trimester for 1 credit
- **Counts as a Directed Elective or Elective for all diplomas**
- **This course is aligned with the following Post-Secondary courses for Dual Credit**

114
Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems.

- Recommended Grade Level: Grades 10-11
- Recommended Prerequisites: Introduction to Engineering Design
- Credits: 2-trimester course for 2 credits
- Counts as a Directed Elective or Elective for all diplomas
- This course is aligned with the following Post-Secondary courses for Dual Credit
- Qualifies as a quantitative reasoning course

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

- Recommended Grade Level: Grades 9-10
- Recommended Prerequisites: None
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for all diplomas

Construction Systems is a course that specializes in how people use modern construction systems and the management of resources to efficiently produce a structure on a site. Students will explore the application of tools, materials, and energy in designing, producing, using, and assessing the construction of structures. Classroom activities introduce students to the techniques used in applying construction technology to the production of residential, commercial, and industrial buildings in addition to civil structures. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course.

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisite: Introduction to Construction
- Credits: 1 trimester course for 1 credit
- Counts as a Directed Elective or Elective for all diplomas
CONSTRUCTION TRADES I 5580 (CONST TECH I)

Construction Trades I focuses on classroom and laboratory experiences involving the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of construction, with an emphasis on future trends and career options will also be covered. This course provides instruction in reading technical drawings and transforming those drawings into physical structures. 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 will be presented as well as elementary aspects of residential design and site work. 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 layout and floor construction skills. Blueprints and other professional planning documents will also be covered. 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.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: Introduction to Construction
- Credits: 3-trimester course for 3 high school credits
- Counts as a Directed Elective or Elective for all diplomas
- This course is aligned with postsecondary courses for Dual Credit

CONSTRUCTION TRADES II 5578 (CONST TRA II)

Construction Trades II builds on the formation, installation, maintenance, and repair skills learned in Construction Technology I. Information on materials, occupations, and professional organizations within the industry will be covered. Students will develop basic knowledge, skills, and awareness of interior trim and the installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop exterior finishing competencies. The course includes instruction on the installation of cornices, windows, doors and various types of sidings currently used in industry. Studies will also focus on the design and construction of roof systems and the use of framing squares for traditional rafter and truss roofing.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Construction Trades I
- Credits: 3-trimester course for 3 high school credits
- Counts as a Directed Elective or Elective for all diplomas
- This course is aligned with postsecondary courses for Dual Credit

CONSTRUCTION TRADES: ELECTRICAL I 4830 (CONST ECT I)

Construction Trades: Electrical I includes classroom and laboratory experiences focused on the installation and repair of the electrical and wiring systems of physical structures. This course includes instruction on the reading of technical drawings and their application in construction processes. Topics include the relationship between views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, material lists, architectural plans, room schedules and plot plans. This course covers both AC and DC circuits. Studies include electron theory, Ohm’s Law, Watt’s Law, Kirchhoff’s Law, series circuits, series-parallel circuits, electromagnetic induction, current, voltage, resistance, power, inductance, capacitance, and transformers. Students will use the underlying scientific principles related to electricity, electronics, circuits, sine waves, and Ohm’s Law. Mathematical principles will be used to solve electrical problems. Students will also interpret health, safety, and welfare standards and codes as dictated by local, state or federal agencies.

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisites: Introduction to Construction
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for all diplomas
- This course is aligned with postsecondary courses for Dual Credit

116
**INTRODUCTION TO DESIGN PROCESSES**

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

- **Recommended Grade Level:** Grades 9-10
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for all diplomas**

---

**COMPUTERS IN DESIGN AND PRODUCTION**

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

- **Recommended Grade Level:** Grade 10-11
- **Recommended Prerequisites:** Introduction to Design Processes
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for all diplomas**
- **One of the courses specified in the sequence of courses for all Career Clusters and all of Indiana’s College and Career Pathway Plans**
- **This course is aligned with postsecondary courses for Dual Credit**
Introduction to Manufacturing is a course that specializes in how people use modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a background toward developing engineering & technological literacy. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Students will apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students will investigate the properties of engineered materials such as: metallic; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling.

In this course, each of these processes is a major body of content. It is through the study of common principles, supported by related laboratory and problem solving activities, the understanding is developed and reinforce.

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisites: 
- Credits: 1-trimester course for 1 credit
- Charge for individual project will be assessed.
- Counts as a Directed Elective or Elective for all diplomas

Welding Technology I

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

- Recommended Grade Level: 10-12
- Recommended Prerequisites: None
- Charge for individual project will be assessed
- Credits: 2 trimester course, 1 credit per trimester
- Counts as a Directed Elective or Elective for all diplomas

Welding Technology II

Welding Technology II builds on the skills covered in Welding Technology I. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

- Recommended Grade Level: 12
- Required Prerequisites: Welding Technology I
- Charge for individual project will be assessed
- Credits: 2 trimester course, 1 credit per trimester
- Counts as a Directed Elective or Elective for all diplomas
**ARCHITECTURAL DRAFTING AND DESIGN I**

*Architectural Drafting and Design I* gives students a basic understanding of the detailing skills commonly used by drafting technicians. Areas of study include: lettering, sketching, and the proper use of equipment. This course includes the creation and interpretation of commonly used construction documents. Methods of geometric construction, three-dimensional drawing techniques, and sketching will be taught as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing. This course also provides students with a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Students will gain valuable hands-on experience with Auto CAD. They will be expected to complete several projects relating to command topics.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Computers in Design and Production
- Credits: 2 trimester course, 1 credit per trimester
- Counts as a Directed Elective or Elective for all diplomas

**ARCHITECTURAL DRAFTING AND DESIGN II**

*Architectural Drafting and Design II* builds on the concepts of Architectural Drafting and Design I and presents a history and survey of architecture with a focus on the creative design of buildings in a studio environment. This course covers site analysis, facilities programming, space planning, conceptual design, and the proper use of materials. Students will develop presentation drawings, give oral presentations, and critique works. Generation of form and space is addressed through basic architectural theory, related architectural styles, design strategies, and a visual representation of the student’s design process. This course will focus on advanced Computer Aided Design (CAD) techniques. It includes an overview of modeling, graphical manipulation, part structuring, and modeling strategies. Advanced CAD will enable students to make the transition from 2D drafting to 3D modeling. Various Architectural software packages and applications may be used.

- Recommended Grade Level: 12
- Required Prerequisites: Architectural Drafting and Design I
- Credits: 2 trimester course, 1 credit per trimester
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

**MECHANICAL DRAFTING AND DESIGN I**

*Mechanical Drafting and Design I* provides students with a basic understanding of the detailing skills commonly used by drafting technicians. Areas of study include: lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards. This course also provides a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Students will gain hands-on experience with Auto CAD. They will be expected to complete several projects relating to command topics. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Computers in Design and Production
- Credits: 2 trimester course, 1 credit per trimester
- Counts as a Directed Elective or Elective for all diplomas
- This course is aligned with postsecondary courses for Dual Credit
MECHANICAL DRAFTING AND DESIGN II  
4838 (MECH DD II)

*Mechanical Drafting and Design II* covers working drawings both in detailing and assembly. Topics include: fastening devices, thread symbols and nomenclature, surface texture symbols, classes of fits, and the use of parts lists, title blocks and revision blocks. This course will also focus on advanced CAD features, including fundamentals of three-dimensional modeling for design. An overview of modeling, graphical manipulation, part structuring, coordinate system, and developing strategies of modeling will also be included. Advanced CAD will enable the student to make the transition from 2D drafting to 3D modeling. Students will draw and calculate three-dimensional problems. Theory and methods include graphic developments and the relationships between points, lines and planes, curved lines and surfaces, intersections, and development. Computer software and hardware experiences, as they relate to drafting and design, will be covered.

- Recommended Grade Level: 12
- Required Prerequisites: Mechanical Drafting and Design I
- Credits: 2 trimester course, 1 credit per trimester
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course
- This course is aligned with postsecondary courses for Dual Credit

COMPUTER ILLUSTRATION AND GRAPHICS  
4516 (COMP ILL GRPH)

*Computer Illustration and Graphics* introduces students to the computer’s use in visual communication. The focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, produce vector illustrations, graphics and logos, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design products that impart information and ideas. Advanced instruction might also include experiences in silk screening and air brush techniques as well as activities in designing product packaging and commercial displays or exhibits.

- Recommended Grade Level: Grades 10-11
- Recommended Prerequisites: Digital Applications & Responsibility
- Credits: 1-trimester course for 1 credit
- Counts as a Directed Elective or Elective for all diplomas
- This course is aligned with postsecondary courses for Dual Credit

GRAPHIC DESIGN AND LAYOUT  
5550 (GRAPH DES LT)

*Graphic Design and Layout* includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Computer Illustration and Graphics
- Credits: 2 trimester course, 1 credit per trimester
- Counts as a Directed Elective or Elective for all diplomas
- This course is aligned with postsecondary courses for Dual Credit

120
### Graphic Imaging Technology I

*Graphic Imaging Technology* will include organized learning experiences that focus on theory and laboratory activities in pre-press, press and finishing operations. Emphasis will be placed on elements of design and layout leading to computerized electronic image generation, plate preparation, pressroom operations, and finishing techniques. Instructional activities will enhance student’s language arts skills through the use of proofreading, spelling, and punctuation exercises. The course will include actual production processes in conjunction with classroom assignments embracing the technologies of printing, publishing, packaging, electronic imaging, and their allied industries.

- **Recommended Grade Levels:** 11-12
- **Recommended Prerequisites:** Computer Illustration and Graphics
- **1 trimester course, 1credit per trimester, 6 credits maximum**
- **Counts as a Directed Elective or Elective for all diplomas**

### Graphic Imaging Technology II

*Graphic Imaging Technology II* will include organized learning experiences that focus on theory and laboratory activities in pre-press, press and finishing operations. Emphasis will be placed on elements of design and layout leading to computerized electronic image generation, plate preparation, pressroom operations, and finishing techniques. Instructional activities will enhance student’s language arts skills through the use of proofreading, spelling, and punctuation exercises. The course will include actual production processes in conjunction with classroom assignments embracing the technologies of printing, publishing, packaging, electronic imaging, and their allied industries.

- **Recommended Grade Levels:** Grades 11-12
- **Recommended Prerequisites:** Graphic Imaging Technology I
- **Credits:** 1-trimester course for 2 credits (2 periods per day) - repeatable
- **Counts as a Directed Elective or Elective for all diplomas**

### Electronics and Computer Technology I

*Electronics and Computer Technology I* introduces students to the fundamental electronic concepts necessary for entry into an electronic and computer systems career. Classroom and laboratory experiences will allow students to begin their career preparation in the fundamental electronics concepts of Jobsite Skills, DC Basics, AC Basics, and Personal Computer Design, and will incorporate safety, technical writing, mathematical concepts, and customer service. Course content will include basic theories of electricity, electronics, digital technology, and basic circuit analysis. Activities include experiences in: soldering; use of an oscilloscope, meters, signal generators and tracers; bread-boarding; circuit simulation software; and troubleshooting. Understanding and using the underlying scientific principles related to electricity, electronics, circuits, sine waves, and Ohm’s Law are integral to this course. Students will use mathematical principles to solve electronic problems and to troubleshoot electrical circuits. Emphasis will be placed on the ability to read, comprehend, and use information found in technical manuals.

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** None
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective all diplomas**
- **This course is aligned with postsecondary courses for Dual Credit**
ELECTRONICS AND COMPUTER TECHNOLOGY II 5694 (ELECT TECH II)

Electronics and Computer Technology II provides the opportunity for students to continue with foundational electronic concepts including circuit analysis and digital electronics modules. This course focuses on applying electronic concepts to real-world solutions in the fields of: industrial technology, emerging electronic technologies, residential and commercial electronic communication, and automation. Industry certifications and additional post-secondary education are critical components of this pathway. Classroom, laboratory, and work-based experiences in the fundamental electronics concepts of circuit analysis and digital electronics as well as one of the optional modules will incorporate safety, technical writing, mathematics, and customer service.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: Electronics and Computer Technology I
- Credits: 2-trimester course for 2 credits
- Counts as a Directed Elective or Elective for all diplomas
- This course is aligned with postsecondary courses for Dual Credit
- Qualifies as a quantitative reasoning course

INDUSTRIAL AUTOMATION AND ROBOTICS I A & B 5610 (AUTO ROB I)

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 explanation 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.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Digital Electronics
- Credits: 2 trimester course, 1 credit per trimester
- Counts as an Elective for all diplomas

INDUSTRIAL AUTOMATION AND ROBOTICS II A & B 5612 (AUTO ROB II)

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.

- Recommended Grade Level: 12
- Required Prerequisites: Industrial Automation and Robotics I
- Credits: 2-trimester course, 1 credit per trimester
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course
**DIGITAL ELECTRONICS** 5538 NON-PLTW (DIG ELEC)

*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. NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: Introduction to Engineering Design, Principles of Engineering
- Credits: 2-trimester course, 1 credit per trimester
- Counts as a Directed Elective or Elective for all diplomas
- This course is aligned with postsecondary courses for Dual Credit
- Qualifies as a quantitative reasoning course

**COMPUTER TECH SUPPORT** 5230 (COMP TECH)

*Computer Tech Support* allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems.

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisites: Digital Applications & Responsibility
- Credits: 2-trimester course, 1 credit per trimester, repeatable with 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- This course is aligned with postsecondary courses for Dual Credit

**NETWORKING I** 5234 (NET I)

*Networking I* introduces students to concepts of local and wide area networks, home networking, networking standards using the IEEE/OSI Model, network protocols, transmission media and network architecture/topologies. Security and data integrity will be introduced and emphasized throughout this course. The purpose of this course is to offer students the critical information needed to successfully move into a role as an IT professional supporting networked computers. Concepts covered will include TCP/IP client administration, planning a network topology, configuring the TCP/IP protocol, managing network clients, configuring routers and hubs as well as creating a wireless LAN.

- Recommended Grade Level: Grades 11-12
- Recommended Prerequisites: Computer Tech Support
- Credits: 2-trimester course for 2 credits
- Counts as a Directed Elective or Elective for all diplomas
- This course is aligned with postsecondary courses for Dual Credit.
### NETWORKING II: INFRASTRUCTURE

**Networking II: Infrastructure** focuses on learning the fundamentals of networking, routing, switching and related protocols. In this course, students learn both the practical and conceptual skills that build the foundation for understanding basic networking, routing and switching. Students are introduced to the two major models used to plan and implement networks: OSI and TCP/IP. The OSI and TCP/IP functions and services are examined in detail. Students will learn how a router addresses remote networks and determines the best path to those networks, employing static and dynamic routing techniques.

- **Recommended Grade Level:** Grades 11-12
- **Required Prerequisite:** Networking I, Recommended Prerequisite: Computer Tech Support
- **Credits:** 2-trimester course for 2 credits
- **Counts as a Directed Elective or Elective for all diplomas**
- This course is aligned with postsecondary courses for Dual Credit

### TECHNOLOGY SYSTEMS

**Technology Systems** is a course that focuses on the technologies used in the career pathways related to Architecture & Construction, Arts, A/V Technology & Communications, Manufacturing, Science, Technology, Engineering & Mathematics and the Transportation, Distribution, & Logistics career clusters. Instructional strategies include creative problem solving activities that address real-world problems and opportunities. Computer experiences are used to incorporate graphics, simulations, networking, and control systems. Students are also introduced to, and engaged in, investigating career opportunities within a career cluster of their choice. Systems thinking skills are used by students to study, diagram, and test a solution to a scenario related to their career interests.

- **Recommended Grade Level:** Grades 10-12
- **Required Prerequisite:** Online application and instructor acceptance
- **Credits:** 1-trimester course for 1 credit
- **Counts as a Directed Elective or Elective for all diplomas**

### WORK BASED LEARNING CAPSTONE

**Work Based Learning Capstone** is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds students’ skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student’s work based learning experiences and assist in evaluating achievement and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course. In the stand-alone WBL courses, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Therefore, at least two courses in a student’s pathway would be prerequisite to the student enrolling in the stand-alone WBL courses. There are several models of Work Based Learning. A school may choose to use a single model or differentiate instruction by using multiple models depending on a student’s pathway and career objectives. The models are:

- Apprenticeship
- Cooperative
- Internship
- School Based Enterprise
- Service Learning Based

Please Note: Depending on the model used, there are federal and state student employment and cooperative education laws that must be followed.

Students are monitored in their experiences by the content-related CTE teacher or a CTE teacher needs to be the teacher for the comprehensive course. Articulation with postsecondary programs is encouraged.

- **Recommended Grade Level:** Grades 11-12
- **Required Prerequisites:** Preparing for College and Careers; a minimum of 4 credits of introductory and advanced courses related to a student’s pathway and to the work site placement
- **Credits:** 1 trimester course for 1 credit
- **Counts as a Directed Elective or Elective for all diplomas**
**WORLD LANGUAGE DEPARTMENT**

**Philosophy:** The members of the World Language Department strongly believe there is a need to strengthen requirements in world language studies. Our limitations in the U. S. in this area are glaring and not acceptable. If we are to remain a significant voice for freedom in the world, we must speak to the nations of the world in languages they understand. Knowledge of other languages and cultures is necessary to keep American business competitive in world trade. In addition, the continued effectiveness of American foreign policy depends upon diplomatic and intelligence-gathering efforts which are based upon a sound knowledge of the languages and cultures of the world. Furthermore, it is essential for the general public to understand world events so that official policies will reflect the concerns and interests of the American people. Moreover, knowledge of world languages and cultures can help to improve mutual understanding among different ethnic groups and cultures within American society. It is strongly recommended that all students in college preparatory programs elect to study at least one world language in high school.

**FRENCH I 2020 (FREN I)**

*French I*, a course based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning French language learning, and to various aspects of French-speaking culture. 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 French-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 French language and culture outside of the classroom.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 2-trimester course for 2 credits
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for any diploma

**FRENCH II 2022 (FREN II)**

*French II*, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for French language learning by encouraging the use of the language and cultural understanding for self-directed purposes. 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 French-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 French language and culture outside of the classroom.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: French I
- Credits: 2-trimester course for 2 credits
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for any diploma
French III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for French language learning by facilitating the use of the language and cultural understanding for self-directed purposes. 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 French-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 French language and culture outside of the classroom.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: French I and II
- Credits: 2-trimester course for 2 credits
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for any diploma

French VI, a course based on Indiana’s Academic Standards for World Languages, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of French-speaking culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the French language and cultural understanding outside of the classroom.

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisites: French I, II, and III
- Credits: 2-trimester course for 2 credits
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for any diploma
SPANISH I 2120 (SPAN I)

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

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 2-trimester course for 2 credits
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for any diploma

SPANISH II 2122 (SPAN II)

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

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: Spanish I
- Credits: 2-trimester course for 2 credits
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for any diploma
SPANISH III

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

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: Spanish I and II
- Credits: 2-trimester course for 2 credits
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for any diploma

SPANISH IV

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.

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisites: Spanish I, II and III
- Credits: 2-trimester course for 2 credits
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for any diploma
**Language for Heritage Speakers I (Spanish)**  2190 (LHS I)

*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.

- **Recommended Grade Level:** Grades 9-12
- **Recommended Prerequisites:** Placement as determined at local level
- **Credits:** 2-trimester course for 2 credits
- **Fulfills a World Language requirement for the Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for any diploma**

**Language for Heritage Speakers II (Spanish)**  2192 (LHS II)

*Language for Heritage Speakers II* builds upon *Language for Heritage Speakers I*, and 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.

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Language for Heritage Language Learners I, or placement as determined at local level
- **Credits:** 2-trimester course for 2 credits
- **Fulfills a World Language requirement for the Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for any diploma**

**Language for Heritage Speakers III (Spanish)**  2194 (LHS III)

*Language for Heritage Speakers III* builds upon *Language for Heritage Speakers II*, and 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.

- **Recommended Grade Level:** Grades 10-12
- **Recommended Prerequisites:** Language for Heritage Language Learners II, or placement as determined at local level
- **Credits:** 2-trimester course for 2 credits
- **Fulfills a World Language requirement for the Core 40 with Academic Honors diploma**
- **Counts as a Directed Elective or Elective for any diploma**
Language for Heritage Speakers IV builds upon Language for Heritage Speakers III, and 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.

- Recommended Grade Level: Grades 10-12
- Recommended Prerequisites: Language for Heritage Language Learners III, or placement as determined at local level
- Credits: 2-trimester course for 2 credits
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for any diploma