

# 2022-2023 Curriculum Guide



Rossville High School  
One Robert Egly Drive  
Rossville, IN 46065

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## **Statement of Purpose**

The purpose of this handbook is to provide information concerning the curriculum in grades nine through twelve and information about specific courses contained within the curriculum. The information contained in this handbook provides guidelines for students to select from an array of four-year high school programs. It will also help students and parents understand the content of each high school course.

## **Rossville High School Mission Statement**

Rossville Schools ensure students acquire knowledge and skills, build self-reliance, exhibit positive attitudes, and value life-long learning and achievement.

## **Graduation Requirements**

It is the responsibility of each student to plan with his or her parents and administrator or counselor for graduation. Seeing that all required courses and total credits are in order is the responsibility of each student. Transcripts are on file in the Guidance Office, but the ultimate responsibility to meet all graduation requirements lies with the student.

A student has graduated when he/she has completed the course of study as outlined by the state and the school, and has complied with all other rules and regulations of the state and school regardless of the time element.

Beginning with the class of 2023, students should complete a career pathway field of study, as directed by the IDOE. Students will need to complete “3 to Succeed.” They must: 1. Earn credits for their diploma type, 2. Show that they have employability skills (FORM REQUIRED), and 3. Complete at least one option from the list of post-secondary readiness competencies.

State law prohibits the use of transfer credits from non-accredited institutions in counting towards graduation credit.

## **Graduation Qualification Exams**

Beginning with Cohort 2023, an SAT exam will become the school accountability test to be taken by all juniors. This is not to be confused with the college entrance SAT exam. While some colleges may accept scores earned on the school accountability assessment, others may not. It will be important for students to check with colleges in which they are interested to determine whether or not the scores will be accepted.

## **Class Rank for Official High School Transcripts**

Rank in class is computed for all high school students at the end of each semester. All members of the class are included with the exception of foreign exchange students and students not pursuing a diploma. A graduate’s class rank shall be determined by their final grade point average (8 semesters).

Rank is determined by using grade point average (GPA) only. The student in a particular class (Class of 2020, 2021, etc...) with the highest GPA is ranked first, the second highest GPA is ranked second, etc... Students with exactly the same GPA have the same rank. Effective with the Class of 2012, RMHS will “weigh” grades (give higher values in the GPA calculation) to AP courses.

Transfer students will not be ranked with their class until they have received grades from Rossville High School for at least one semester. High School students that transfer to RMHS are then ranked according to the grades received from RMHS and from the transferring school. The grades from the transferring school are given the same values used to calculate RMHS GPAs.

In the event that a student transfers to Rossville High School from another school or as a home-schooled student and spends less than four semesters as a RHS student and attains a GPA equal to or greater than the Rossville High School Valedictorian or Salutatorian, such student will be recognized as a “Valedictorian less than eight semesters” or “Salutatorian less than eight semesters” at commencement ceremonies.

## **RCSD Requirements for Designation as Valedictorian**

- A. The valedictorian must have been enrolled as a student at Rossville High School for his/her entire junior and senior years (four semesters).
- B. The student with the highest GPA, computed on a 4 point scale, after (8) full high school semesters shall be named Valedictorian.

- C. In the event of a tie, the student with the higher GPA to the thousandths shall be named Valedictorian.
- D. If a tie still exists, all those who are tied shall be designated Co-Valedictorians.

**RCSD Requirements for Designation as Salutatorian**

- A. The salutatorian must have been enrolled as a student at Rossville High School for his/her entire junior and senior years (four semesters).
- B. The student with the second highest GPA, computed on a 4 point scale, after (8) full high school semesters shall be named Salutatorian.
- C. In the event of a tie, the student with the higher GPA to the thousandths shall be named Salutatorian.
- D. If a tie still exists, all those who are tied shall be designated Co-Salutatorians.

**Universal Grading Scale**

Effective with the 2009-2010 school year, Rossville High School has implemented a universal grading scale in all classes.

A	100-94	C	76-74
A-	93-90	C-	73-70
B+	89-87	D+	69-67
B	86-84	D	66-64
B-	83-80	D-	63-60
C+	79-77	F	59-0

Semester grades for Advanced Placement courses (AP Biology, AP Calculus, AP Chemistry, AP English Language & Composition, AP English Literature & Composition, AP Psychology, AP US Government and AP US History) will be weighted (by a 1.25 multiplier) and calculate as such in the cumulative grade point average (GPA). \*Please note that some colleges unweight cumulative GPAs in evaluating applications for college admission.

**Cumulative Grade Point Average (GPA) Calculation**

High school student cumulative grade point averages are calculated by the student management system per point values assigned to a semester letter grades (for all classes except TA or Study Hall). Per the scales below, the total point value is determined and the total point value is divided by the total number of semester credits earned.

**GPA Non-Weighted Calculation Scale**

Semester grades from classes (except Advanced Placement classes) use the following grade point values:

A	4.00	B-	2.667	D+	1.33
A-	3.667	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	.667
B	3.00	C-	1.667	F	0

**GPA Weighted Calculation Scale**

Semester grades from the Advanced Placement (AP) classes use the following grade point values:

A	5.00	B-	3.33375	D+	1.66625
A-	4.58375	C+	2.91625	D	1.25
B+	4.16625	C	2.50	D-	.83375
B	3.75	C-	2.08375	F	0

**College & Industry Visitation Days**

Seniors who intend to enroll in a college, university or technical school, or have specific interest in a career, after graduation from Rossville High School, may be granted two days for the purpose of visiting such campus or industry and meeting with personnel. Juniors may be granted two days. (A College Visit Day is counted as excused with a completed form, but will count against the allowed number of absent days per semester.) In order to take a college day, a student must be on track to graduate and be passing his/her classes. Extraordinary situations will be evaluated on a case-by-case basis.

**Procedure**

1. The student and/or parent schedule a visit with the admissions department (or department/office of their choosing, i.e., financial aid, or math department, etc...) of the college/university/company for a specified date.
2. No later than the day before the scheduled visit, the student notifies the assistant principal of the scheduled visit date and obtains a College Visitation Form from the office and obtains signatures from the director of student services or a counselor, and the assistant principal.
3. During the visit, the student will obtain the required signature and information on the College Visitation Form.
4. Upon the student's return to RMHS from the visit, the student will present the office with the completed College Visitation Form. The attendance officer will record the student's absence as excused and the absence will count against the allowed number of absent days.
5. Prior to their absence, students must inform teachers of the date of their college visitation.
6. Students are responsible for any and all homework that is assigned on the day of the college visitation and it must be submitted per the teacher's classroom policy.
7. Failure to follow the above procedure will result in the absence being recorded as unexcused.

**Suggestions for College Visit:**

1. In addition to scheduling an appointment with the admissions department, scheduling an appointment to meet with an advisor from the department of the desired major and financial aid office is also recommended.
2. Parents and student should prepare a list of questions, concerns and thoughts prior to the visit to ensure all questions are explored and answered.

**Class Designation:** Class designation will be determined by the cohort year in which the student begins his/her 9th grade year. Students who attend school more than four years will be designated as fifth-year seniors. While a certain number of credits are not required for class designation; it is recommended that students have a minimum of 11 credits following their freshman year, 23 credits following their sophomore year, and 35 credits following their junior year.

**Grade Level Classifications**

9 <sup>th</sup> Grade	promotion from grade 8
10 <sup>th</sup> Grade	completion of 2 semesters
11 <sup>th</sup> Grade	completion of 4 semesters
12 <sup>th</sup> Grade	completion of 6 semesters
Graduation	successful completion of diploma requirements and the End-of Course Assessments

**Class Scheduling & Dropping/Adding a Class**

Each year, the process of scheduling classes requires a great deal of planning by many individuals several months prior to the beginning of the new school year. Scheduling courses for students for the upcoming year begins in the student's current year.

Eighth grade students participate in lessons and study the RMHS Curriculum Guide and learn all they need to know to successfully earn a diploma in addition to developing and creating their four-year high school plan and completing their 9<sup>th</sup> grade course requests.

In 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade, students attend a scheduling meeting. Students are expected to complete the course requests by the due date using their historical grades and the RMHS Curriculum Guide to determine what classes they need to meet their diploma requirements. Once a student has submitted his/her course requests, changes may be made to a student's upcoming school year course requests and upcoming school year schedule at any time up until the May deadline in the Guidance Office. The master schedule and the classes offered are contingent upon the number of student requests for each class. Thus, it is important that students are committed to their course requests upon initial submission.

Changes (dropping/adding) in schedules will be made for reasons which may involve a diploma change, IEP/ILP/504 accommodation/modification or addendum, and/or reclaiming of a credit due to failure of a previous class. Other

drop/add requests will be evaluated based on the student's reason for the request and will be considered after contact with the student, the guidance counselor, and the teacher and principal, if necessary. The final decision will be made by the high school principal. \*Students who drop a course after the designated drop/add period/deadline will receive a "WF" (Withdrawal F) for the course and "WF" will appear on the student's transcript for the dropped course. The "WF" will calculate as an "F" in the cumulative GPA.

Students are provided several opportunities to adjust their course requests or drop/add a course. Students are given their upcoming school year class schedule in May of the preceding school year. They may make changes for the upcoming school year any time before the summer break begins. During the summer, the school treasurer prepares and sends the student's book rental to parents. Parents are able to see what changes a student has made since submitting their course request form per the book rental invoice.

Absolutely no schedule changes will be made after the end of the previous school year; this includes no schedule changes during summer break and no schedule changes during the first week of school.

**Repeating a Class:** Students may only opt to repeat a class in which a grade of D+, D, D-, or F is earned. After the course has been repeated and a semester grade earned, the prior grade will remain on the transcript and the lower of the two grades is excluded from the GPA calculations. The higher of the two grades is given credit and is used in determining the class rank and grade point average. Students who wish to retake/repeat a class MUST make this request with their counselor or the director of student services. It is the student's responsibility to review his/her transcript for retake accuracy.

**Summer School Courses/Correspondence Courses/Online Courses:** Students may take high school courses through accredited high school course programs and transfer those credits to the high school. It is the responsibility of the student to request that the issuing school send an official transcript of the grade(s) and credit(s) earned to Rossville High School. All transfer credits must be received by the Guidance Office prior to May 1<sup>st</sup> of the student's graduation year. Permission from the high school principal is required prior to a student enrolling in a correspondence/online course. Permission forms and correspondence applications can be obtained from the director of student services.

**Credits:** Classes in which a student earns a D- or better (for the semester) will receive one (1) credit per semester. Classes in which a student earns an F (for the semester) will receive no credit. Study hall and teacher assistant (TA) do not earn any credit.

**Dual Credit Courses:** Students may earn college credits from participating colleges while also earning high school credits for the same course. These courses are offered in the CTE and English Departments (see course descriptions for specific information). A submitted dual credit application is required for all courses and a passing score on the Knowledge Assessment (see Postsecondary Admissions Testing section on page 7) is a requirement for some of these courses. The Knowledge Assessment test can be taken at Ivy Tech Community College in Lafayette, IN, and is oftentimes offered to be taken at RHS online with an Ivy Tech College Connections Coach. It is the student's responsibility to complete this requirement as directed. Students who enroll in dual credit courses must authorize Ivy Tech to release the student's grades and attendance to the RMHS Guidance Office in order for the student to receive high school credits from RMHS.

**Post-High-School Admission Requirements:** It is wise for parents to help their student early in his/her high school career to make realistic decisions concerning postsecondary options and to become familiar with admissions and financial aid information concerning the specific postsecondary institution of interest. Postsecondary information can be accessed online. College and university websites are available on the Guidance Website.

It is important for students to begin their college exploration and search well in advance of their senior year of high school. Indiana Career Explorer is utilized beginning in 6th grade for students to study career and college exploration. Course prerequisites can vary among schools depending on the degree program so it is important that students are aware of what diploma type and courses will be required for their admission. (\*For some colleges and universities,

a world language admission requirement has been implemented within the last couple of years, and some four-year institutions are requiring a minimum of four years of math for admission.)

It is advised that students should register to take the SAT and/or the ACT no later than during the Spring semester of the junior year. Because SAT/ACT scores are required by four-year colleges, these will need to be sent as part of the college application process. Students may register online for these exams, and links can be found on the Guidance website. (Please note that some colleges are requiring that SAT/ACT scores be sent from the testing agency directly to the college/university. This request can be made by the student when registering for the SAT/ACT.)

Students should submit college applications during the first semester of their senior year, preferably by the middle of October. It is vitally important for students and parents to research deadlines for college admission and financial aid applications. Deadlines will vary with each institution and will be required for scholarship consideration. Some colleges/universities require a Counselor Report (also referred to as Secondary School Report, Counselor Summary, etc...) to be submitted on behalf of the student. After a senior student has submitted his/her college application, he/she should request his/her transcript through Parchment, so this form can be sent.

In general, the Indiana Core 40 Curriculum prepares students for a wide variety of postsecondary educational options including four-year colleges, community college, apprenticeship programs, technical schools, occupational training in the military, and on-the-job training. \*\*\*However, it should be noted that there is a trend for colleges and universities to require additional courses beyond the Core 40 diploma requirements for admission.

**Four-Year Colleges:** Some colleges and universities are requiring that Indiana students earn the Indiana Core 40 Curriculum for general college admission. Private colleges are being encouraged to require the Core 40. For some universities, courses beyond the Core 40 curriculum are required for admission, e.g. World Languages, Math, etc. Students should review the admissions requirements for each college they are considering.

**Ivy Tech State College:** Students may complete the first two years of college at a campus near their home. Credits earned may be transferred to four-year colleges and applied towards a bachelor degree. Ivy Tech has open admissions. That means admission is open to anyone. However, to be successful at Ivy Tech and to not be required to take remedial courses at Ivy Tech, high school students are encouraged to take the Indiana Core 40 Curriculum.

**Apprenticeship Programs:** Apprenticeship programs are registered with the Indiana Bureau of Apprenticeship Training. Many of these apprenticeship programs have entry tests that prospective students must take prior to admissions. To prepare for these tests, students are encouraged to take a curriculum strong in math and communications. Students are encouraged to take the Indiana Core 40 Curriculum as a preparation for apprenticeship programs.

**Postsecondary Vocational Programs:** Many postsecondary institutions specializing in vocational/technical education exist in Indiana. These schools award certificates and/or associate degrees. Admission at these institutions is usually open to all students. However, to be successful at Indiana's vocational/technical schools, it is recommended that students take the Indiana Core 40 Curriculum.

**Occupational Skill Training in the Military:** Students may continue their education through one of many occupational skills training opportunities in the military. Skills learned in the military can transfer to many different civilian careers. Students interested in the military must take the ASVAB exam for admission. To be successful in the various occupational skills training opportunities in the military, it is recommended that students take the Indiana Core 40 Curriculum.

**On-The-Job Training:** On-the-job training is provided by employers who pay their employees to participate in the training. To be successful in the various on-the-job training, it is recommended that students take the Indiana Core 40 Curriculum.

**Postsecondary Admissions Testing:** A variety of admissions tests are available to students who would like to continue their education following high school.

### **College Admissions Tests (SAT or ACT)**

Two organizations provide testing for college admissions (see below). Students are encouraged to begin college admissions testing in the spring of their junior year. Many students choose to take the test more than once to increase their chances of doing well. Most colleges will take the best test scores earned by a student, so taking the test more than once does not penalize a student in any way. In addition to college admissions, the results of these tests may also be used to award merit-based scholarships. Please note that some colleges (i.e., Purdue) require the admissions test scores to be sent by the testing agency. In these cases, the scores on the high school transcript are not considered official. Registration and practice tests can be found online and through the guidance website links.

1. The **SAT** is a standardized test for college admissions in the United States. The SAT is owned, published, and developed by the College Board, a non-profit organization in the United States. This test assesses a student's readiness for college and consists of the following sections: Evidence-based reading and writing and math. There is now an optional essay portion (recommended).
2. The **ACT** is a standardized test for high school achievement and college admissions in the United States produced by ACT, Inc. The ACT test consists of the following sections: English, Math, Reading, Science, ELA, STEM, and Writing. Writing is offered as optional for the ACT. However, colleges require a Writing score as an admission requirement.

### **Practice College Admissions Test (PSAT)**

College Board offers a practice test for students. RMHS requires that sophomore and junior students take the PSAT administered in October during the school day. The results of this test are also used to determine a student's eligibility for the National Merit Scholarship Program if taken in the junior year of high school. Currently, the state covers the cost of testing for all sophomore and junior students.

### **Accuplacer or Skills Assessment (Ivy Tech)**

At Ivy Tech, the Accuplacer test or Skills Assessment is given to students to help meet prerequisites so they may register for Ivy Tech classes. Students may contact Ivy Tech to schedule an appointment to take this test in Ivy Tech's Assessment Center. A passing Accuplacer or Skills Assessment score may be required to earn dual credits in designated dual credit courses.

**Athletic Eligibility:** Students must meet certain academic criteria to participate in sports in high school and college.

#### **IHSAA Eligibility (High School)**

To be scholastically eligible to participate in any high school athletic event, students must have received passing grades at the end of their last grading period in at least five credit subjects and must be currently passing in at least five credit subjects. Semester grades take precedence. The RMHS Athletic Office oversees student eligibility.

#### **NCAA Freshman Athletic Eligibility (College)**

Many college athletic programs are regulated by the National Collegiate Athlete Association (NCAA), an organization that establishes rules on eligibility, recruiting, and financial aid for athletes. Students planning to enroll in college as a freshman and participate in Division I or Division II athletics must be certified by the NCAA Eligibility Center. In addition to the high school transcript, SAT or ACT scores are required by the NCAA Eligibility Center in determining eligibility. When registering to take the SAT/ACT, students should request to have scores sent to the NCAA Eligibility Center by entering the code **9999** on the SAT or ACT registration form. Please note that the NCAA Eligibility Center requires SAT/ACT scores to be sent directly from the testing agency to the College. The NCAA does not accept SAT or ACT scores as official from the high school transcript. For an updated list of athletic requirements and a registration form, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) \*Please note that NCAA **may not** accept high school credits taken in the online or correspondence format.

#### **NAIA Freshman Athletic Eligibility (College)**

Students who wish to participate in athletics at a NAIA (National Association of Intercollegiate Athletics) member institution will need to be certified by the NAIA Eligibility Center to qualify academically and be cleared as an

eligible student-athlete for competition. In addition to the high school transcript, SAT/ACT scores are required by the NAIA Eligibility Center in determining eligibility. When taking the SAT or ACT, students should request to have scores sent to the NAIA Eligibility Center by entering the code **9876** on the SAT or ACT registration form. Please note that the NAIA Eligibility Center requires SAT/ACT scores to be sent directly from the testing agency to the College. The NAIA does not accept SAT or ACT scores as official from the high school transcript. The NAIA Eligibility Center website can be accessed at <http://www.PlayNAIA.org>. **\*Please note that NAIA may not accept high school credits taken in the online or correspondence format.**

**In the 8<sup>th</sup> grade (starting with 4-year high school plans), students should plan their high school courses per NCAA/NAIA eligibility requirements.**

**Students should submit a completed NCAA and/or NAIA transcript release form to the Guidance Office so that a transcript can be sent on the student's behalf at the end of six semesters and again after eight semesters. Students can download and print these forms from the NCAA and NAIA websites.**

**\*It is the responsibility of the student to confirm that all required documentation (i.e., transcripts, SAT/ACT scores, registration form, etc.) is received by the NCAA Eligibility Center, the NAIA Eligibility Center, and the college/university to be attended and to inform the Guidance Office if any further documentation or information is needed.**

## **Types of Classes**

### **Advanced Placement (AP) Classes**

The Advanced Placement Program (AP) is an American program in which secondary school students in the United States can pursue advanced courses that are generally eligible for college credit. Participating colleges grant credit and/or advanced placement to students who obtain minimum required scores on the examinations. These courses are more rigorous than the general course offerings. *RMHS offers the following AP courses: AP Biology, AP Calculus, AP Statistics, AP Chemistry, AP English Language & Composition, AP English Literature & Composition, AP US Government and Politics and AP United States History.* Effective with the Class of 2012, these specific courses will be weighted (given higher values) in the grade point calculation (see page 3). Effective with the 2013-2014 school year and beyond, the cost of taking an AP exam (with the exception of math and science AP exams that are covered by the state) will be added to the book rental that is paid for by the student/parent/guardian. \*This is subject to change at any time per the local school policy.

### **Dual Credit Classes**

Students can earn both high school and college credit by meeting specific criteria in offered dual credit courses. Students must earn a minimum of a C grade in the course and must also have passed the ACCUPLACER exam or Skills Assessment (if required for the specific class) before grades are due to the institution (dates may vary).

### **College Preparatory Classes**

All Core 40 and Academic Honors classes are college preparatory classes.

### **General/Basic Classes**

Classes designated as "Applied" "General" or "Basic" **are not** Core 40 Classes and are reserved for students who will graduate with a General high school diploma and those students who have special needs. Each department (e.g., Math, etc.) determines which students will be placed in courses designated as "General" or "Basic."

# **Effective with the Class of 2016 and beyond** **4 Diploma Options**

*\*Diploma requirements and course offerings are subject to change per the Indiana Department of Education*

## **1.\* Indiana General High School Diploma** **(Class of 2016 and beyond) - (40 Total Credits Required)**

**\*\*See Opt Out Process**

- **GQE Requirement (see page 2)**
  - Pass the Algebra I and English 10 ECA or related ISTEP exams
- **English/Language Arts: (8 credits):**
  - (recommended) (2) credits each in English 9, 10, 11, 12, or a balance of literature, composition, and speech
- **Mathematics: (4 credits plus 2 additional credits in a math or quantitative reasoning course):**
  - (2) credits Algebra I and
  - (2) credits any math course
  - Two (2) additional credits in a math or quantitative reasoning course:
    - General diploma students are required to earn (2) credits in a math or a quantitative reasoning course during their junior or senior year. Quantitative reasoning courses do not count as math credits.
    - Rossville High School General Diploma Quantitative Reasoning Courses: (Quantitative reasoning courses do not count as math credits.): AP Biology, AP Calculus (AB), AP Calculus (BC), AP Chemistry, ALS: Animals, ALS: Plants/Soils, Computer Science I & II, Personal Financial Responsibility, Agribusiness Management, Chemistry, Integrated Chemistry-Physics (ICP I & II), and Economics (until class of 2025).
- **Science: (4 credits):**
  - (2) credits Biology I and
  - (2) credits from Integrated Chemistry-Physics I/II (ICP) or Chemistry I
- **Social Studies: (4 credits):**
  - (2) credits U.S. History and
  - (1) credit U.S. Government and
  - (1) credit any social studies course (economics recommended)
- **Physical Education (PE): (2 credits)**
  - (1) credit PE I and
  - (1) credit PE II
  - *\*Elective PE does not count as a PE credit.*
- **Health & Wellness: (1 credit)**
  - (1) credit Health & Wellness
- **Preparing for College and Careers (PCC) (1 credit)**
  - *\*\*Beginning with the Class of 2016 and beyond, this course is a required credit.*
- **College and Career Pathway Courses: (6 credits)**
  - *Selecting courses designated as directed electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities.*
  - These courses may come from the following departments:
    - Agriculture or
    - Business or
    - Family and Consumer Sciences or
    - Fine Arts or
    - Multidisciplinary or
    - World Languages or
    - Career & Technical Education
- **Flex Credit: (5 credits) – Flex credits must come from the following:**
  - Additional elective courses in a College and Career Pathway. These courses may come from the following departments:

- Agriculture or
- Business or
- Family and Consumer Sciences or
- Multidisciplinary or
- Career & Technical Education or
- Courses involving workplace learning i.e., SAE (see course description) or
- High school/college dual credit courses (see course descriptions for these designations) or
- Additional courses in:
  - Language Arts or
  - Social Studies or
  - Mathematics or
  - Science or
  - World Languages or
  - Fine Arts
- **Electives:** (5 credits)
  - Elective credits may come from any of the departments including the Multidisciplinary department courses.

### **\*Opt-Out Process**

- **\*Completion of the Core 40 diploma becomes an Indiana graduation requirement beginning with students who enter high school in 2007-2008 and beyond.** To graduate with less than a Core 40 diploma, the student and the student's parent/guardian will be required to sign an opt-out form acknowledging that:
  - a. ...the student may not be prepared to pass the Indiana End-of-Course Assessments (ECA) required for graduation,
  - b. ...the student will likely not be admitted to a four-year college,
  - c. ...the student may be less prepared for and less competitive in the workforce,
  - d. ...the student will not be eligible to receive the maximum amount of financial aid for college from the State of Indiana,
  - e. ...the student will complete the requirements for a General Diploma.

## **2.\* Indiana Core 40 Diploma**

### **(Class of 2016 and beyond) - (40 Total Credits Required)**

- **GQE Requirement (see page 2)**
  - Pass the Algebra I and English 10 ECA or equivalent ISTEP
- **English/Language Arts:** (8 credits):
  - recommended (2) credits each in English 9, 10, 11, 12 or a balance of literature, composition, and speech
- **Mathematics:** (6 credits plus 2 additional credits in a math or quantitative reasoning course):
  - Students must take a math or quantitative reasoning course each year in high school.
    - (2) credits Algebra I and
    - (2) credits Geometry and
    - (2) credits Algebra II and
  - Must take math or quantitative reasoning course credits senior year.
    - Pre Calculus-Alg/Trigonometry or
      - Rossville High School Core 40 Diploma Quantitative Reasoning Courses (Quantitative reasoning courses do not count as math credits.): AP Biology, AP Calculus (AB), AP Calculus (BC), AP Chemistry, ALS: Animals, ALS: Plants/Soils, Computer Science I & II, Personal Financial Responsibility, Agribusiness Management, Chemistry, Integrated Chemistry-Physics (ICP I & II), and Economics (until class of 2025).
- **Science:** (6 credits):
  - (2) credits Biology I and

- (2) credits Integrated Chemistry-Physics I/II (ICP), or Chemistry I or Physics I and
- (2) credits any Core 40 science course
- **Social Studies:** (6 credits):
  - (2) credits U.S. History and
  - (1) credit U.S. Government and
  - (1) credit Economics and
  - (2) credits World History/Civilization **or** (2) credits Geography/History of the World
- **Directed Electives:** (5 credits)
  - Must be a credit listed as a “Directed Elective” per the IDOE in the course description (see specific course descriptions under each department)
  - May come from any of the following departments (does not include Multidisciplinary department courses or the Elective PE course):
    - Agriculture, or
    - Business, or
    - Family and Consumer Sciences, or
    - Fine Arts, or
    - World Languages, or
    - Career & Technical Education
- **Physical Education (PE):** (2 credits)
  - (1) credit PE I and
  - (1) credit PE II
  - *\*Elective PE does not count as a PE credit.*
- **Health & Wellness:** (1 credit)
  - (1) credit Health & Wellness, or
  - **Preparing for College and Careers (PCC)** (1 credit)
  - *\*\*Beginning with the Class of 2016 and beyond, this course is a required credit.*
- **Electives:** (5 credits)
  - Elective credits may come from any of the departments including the Multidisciplinary department courses.

### **3.\* Indiana Core 40 with Academic Honors Diploma**

#### **Class of 2016 and beyond) - (47 Total Credits Required)**

- For the **Core 40 with Academic Honors** diploma, students must:
- Complete all requirements for the Core 40 diploma.
- Earn 2 additional Core 40 math credits (for a total of 8 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 “C-” or better in courses that will count toward the diploma.
- Have a grade point average of “B” or better.
- Complete one of the following:
  - A. Earn (4) credits in (2) or more AP courses and take corresponding AP exams.
  - B. Earn (6) verifiable transcribed college credits in dual credit courses from priority course list.
    - Rossville High School Priority Courses: Agriscience, Horticulture, Landscaping, Ag Mech & Engineering, Digital Manufacturing, Cosmetology, Criminal Justice, Construction Trades, Pre-Nursing, EMT/Paramedic and Auto Tech.. (The name and number of courses are subject to change each year. The number of college credits earned for dual credit courses are subject to change by the issuing college.)
  - C. Earn both of the following:
    - 1. A minimum of (3) verifiable transcribed college credits from the priority course list,
    - 2. (2) credits in AP courses and corresponding AP exams
  - D. Earn a combined score of 1250 or higher on the SAT critical reading, math, and writing sections and a minimum score of 560 on math and 590 on evidence-based reading and writing.

- E. Earn an ACT composite score of 26 or higher and complete the written section

## **4.\* Indiana Core 40 with Technical Honors Diploma** **(Class of 2016 and beyond) - (47 Total Credits Required)**

- For the **Core 40 with Technical Honors** diploma, students must:
- Complete all requirements for the Core 40 diploma.
- Earn (6) credits in 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 list of priority courses resulting in (6) transcribed college credits
    - Rossville High School Priority Courses: Agriscience, Horticulture, Landscaping, Ag Mech & Engineering, Digital Manufacturing, Cosmetology, Criminal Justice, Construction Trades, Pre-Nursing, EMT/Paramedic and Auto Tech.. (The name and number of courses are subject to change each year. The number of college credits earned for dual credit courses are subject to change by the issuing college.)
- Earn a “C-” or better in courses that will count toward the diploma.
- Have a grade point average of “B” or better.
- Complete one of the following:
  - A. Any one of the options (A-E) of the Core 40 with Academic Honors
  - B. Earn the following scores or higher on Work Keys:
    - Reading for Information – Level 6;
    - Applied Mathematics – Level 6;
    - Locating Information – Level 5 (The Work Keys assessment is taken as a senior student at the Work One Office in Lafayette. Students who need to complete this requirement must schedule with the Guidance Counselor by September of the senior year to take the assessment.)
  - C. Earn the following minimum score(s) on Accuplacer:
    - Writing – 80
    - Reading – 90
    - Math – 75
    - The Accuplacer can be taken at Ivy Tech. An appointment with the Assessment Center is required to take this assessment. Students who need to complete this requirement must schedule with the Guidance Counselor by September of the senior year.

### **Departments** (listed alphabetically)

#### **Agricultural Department**

<b>Course Title</b>	<b>Option</b>	<b>Recommended Grade Level</b>
Adv. Life Sci.: Animals		Elective/Sci 11, 12
Adv. Life Sci.: Plants & Soils	Elective/Sci	11, 12
Ag Pwr, Str, & Tech: Engines	Elective	10-11-12
Agribusiness Capstone	Elective	11-12
Ag Struc/Fab/Design	Elective	11-12
Animal Science	Elective/Sci	10-11
Plant & Soil Science	Elective/Sci	10, 11
Principles of Agriculture	Elective	9-10
Principles of Industry 4.0	Elective	9-10
Robotics Design & Innovation	Elective	9-10-11
Smart Mfg. Systems	Elective	11-12

### **5070 Advanced Life Science, Animals (L) (Ivy Tech Dual Credit): Offered on Alternating Years**

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

- Recommended Grade: 11, 12
- Recommended Prerequisites: Introduction to Agriculture, Animal Science, Food and Natural Resources, Biology, Chemistry, Integrated Chemistry Physics
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as an Elective or Directed Elective for all diplomas.
- Fulfills a Core 40 Science requirement for all diplomas.
- Qualifies as a quantitative reasoning course

### **5074 Advanced Life Science, Plants and Soils (L) (Ivy Tech Dual Credit): Offered on Alternating Years**

Advanced Life Science: Plants and Soils is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students study concepts, principles, and theories associated with plants and soils. Knowledge gained enables them to better understand the workings of agricultural and horticultural practices. They recognize how plants are classified, grow, function, and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratories and fieldwork, how plants function and how soil influences plant life.

- Recommended Grade: 11, 12
- Recommended Prerequisites: Introduction to Agriculture, Plant and Soil Science, Food and Natural Resources, Biology, Chemistry
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as an Elective or Directed Elective for all diplomas.
- Fulfills a Core 40 Science requirement for all diplomas.
- Qualifies as a quantitative reasoning course

### **5088 Ag Power, Structure and Technology**

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

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Agriculture\*
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- \*Principles course is not required until 2024-25 school year because this course is included in Perkins V pathways.

### **0258 Agribusiness Capstone (Ivy Tech Dual Credit); formerly Ag Leadership**

Agribusiness Management Capstone course is a two semester course that introduces students to the Principles of agribusiness management and leadership from a local and global perspective, with the utilization of technology. The

course will help students build a strong knowledge base of the agribusiness industry as they study agribusiness types, communications, agricultural law, leadership, and teamwork, ethics, and agricultural economics. Additionally, students will understand the role of selling in the agricultural economy, stressing the points and terminology necessary in today's agriculture. Students will demonstrate principles and techniques for planning, development, application and management of agribusiness systems through project-based learning and a supervised agriculture experience (work-based learning) programs.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Any Agriculture Concentrator Sequence
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits max
- Counts as a directed elective or elective for all diplomas

### **7112 Agriculture Structures Fabrication and Design: (Ivy Tech Dual Credit-TBD)** **(Offered on Alternating Years)**

Agricultural Structures Fabrication and Design is a two-semester course that focuses on metal work and agricultural structures. This course will allow students to develop skills in welding and metalworking such as metal identification and properties, metal preparation, use of oxyacetylene torch, plasma cutting and cutting operations, arc welding, MIG welding, TIG welding. This course will also allow students to develop skills in construction in regard to the ag industry such as carpentry, masonry, etc.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: Principles of Agriculture
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective credits for all diplomas

### **5008 Animal Science (Ivy Tech Dual Credit) (Offered on Alternating Years)**

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

- Recommended Grade: 10, 11
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills a science course requirement for all diplomas

### **7100 Smart Manufacturing Systems: (Ivy Tech Dual Credit) (Offered on Alternating Years)**

Digital Manufacturing Systems Fundamentals introduces learners to basic concepts of industrial computer-controlled systems. The learner explores various types of programmable logic controllers (PLC) and participates in lab experiments designed to introduce programming principles, electronic inputs and outputs (analog and digital), and communication between system components including Ethernet protocols. Upon completion of the course, learners will be able to explain how the control processes are utilized to automate manufacturing facilities.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: Principles of Advanced Manufacturing
- Recommended Prerequisites: none Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

### **5170 Plant and Soil Science (Ivy Tech Dual Credit): Offered on Alternating Years**

Plant and Soil Science a two semester course that provides students with opportunities to participate in a variety of activities including laboratory and field work. Coursework includes hands-on learning activities that encourage students to investigate areas of plant and soil science. Students are introduced to the following areas of plant and soil science: plant growth, reproduction and propagation, photosynthesis and respiration, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, soil tillage, and conservation.

- Recommended Grade: 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills a science course requirement for all diplomas.
- Fulfills a Life Science or Physical Science requirement for the General Diploma only

### **7220 Principles of Industry 4.0 - Smart Manufacturing (Ivy Tech Dual Credit)**

Principles of Industry 4.0 introduces students to the Industrial Internet of Things (IIoT). Students will explore Industry 4.0 technologies such as artificial intelligence (AI), human to robot collaboration, big data, safety, electrical, sensors, digital integration, fluid power, robot operation, measurement, CAD, CNC, additive manufacturing, print reading, and technical mathematics. Students will complete hands-on labs, virtual simulations, projects, and critical thinking assignments to help prepare for SACA C-101 Certified Industry 4.0 Associate I - Basic Operations certification exam.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Advanced Manufacturing
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

### **7117 Principles of Agriculture (Ivy Tech Dual Credit)**

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

- Recommended Grade: 9, 10, 11
- Required Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective credits for all diplomas

### **4728 Robotics Design and Innovation (Ivy Tech Dual Credit)**

Robotics Design and Innovation allows students to design, program, and test innovative technological designs related to robotic systems. Topics involve mechanics, pneumatics, control technologies, computer fundamentals, and programmable control technologies. Students design, build, and optimize robots to perform a variety of predesignated tasks. Individuals or small teams may choose to participate in organized robotic competitions or develop their own events during the course. Upon completion of the course, learners will understand what technicians do in the workplace and how industry utilizes Mechatronics in advanced manufacturing.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Principles of Advanced Manufacturing
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

### **5228 Supervised Agricultural Experience (SAE) (SAE)**

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students will experience and apply what is learned in the classroom, laboratory and training site to real-life situations with a standards based plan for learning. Students work closely with their agriculture teacher(s), parents and/or employers to get the most out of their SAE program. This

course can be offered each year as well as during the summer session. Curriculum content and competencies need to be varied so that school year and summer session experiences are not duplicative.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum
- Counts as a directed elective or elective for all diplomas.
- Curriculum content and standards-based plan for learning should not be duplicated when this course is taken for multiple semesters.

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## **English/Language Arts Department**

<b>Course Title</b>	<b>Option</b>	<b>Recommended</b>	<b>Grade</b>	<b>Level</b>
Adv. Speech & Comm., Ivy Tech Dual Cr.	Optional	11-12		
English 9 (or English 9 Honors)	Required	9		
English 10 (or English 10 Honors)	Required	10		
English 11	Required	11		
English 111 (Dual Credit)	Optional	11		
English 12	Required	12		
English Lang & Comp AP	Optional	11		
English Lit & Comp AP	Optional	12		
Language Arts Lab (English Lab)	Administration	9-12		
Student Media	Elective	9-12		

### **1078 Advanced Speech and Communication (Ivy Tech Dual 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. Course can be offered in conjunction with a composition and literature course, or schools may embed Indiana Academic Standards for English/Language Arts within the curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Speech or teacher recommendation
- Credits: 1 semester course, 1 credit per semester (2 semesters MAY be offered for add'l dual credit)
- Fulfills an English/Language Arts requirement for all diplomas

### **1002 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: 9
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course , 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

### **1004 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: 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: English 9
- Credits: 2 semester course , 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

### **1006 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: 11
- Required Prerequisites: none
- Recommended Prerequisites: English 9 and English 10
- Credits: 2 semester course , 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

### **1124 English 111 (Ivy Tech Dual Credit)**

Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grades 11 and 12. This course title covers any English language and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
- Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
- Fulfills an English/Language Arts requirement for all diplomas
- Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination; and/or taught by higher education faculty.
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.

### **1008 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: 12

- Required Prerequisites: none
- Recommended Prerequisites: English 9, English 10, and English 11
- Credits: 2 semester course , 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

### **1056 English Language and Composition, Advanced Placement: Offered on Alternating Years**

AP 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 an 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: 11, 12 (College Board does not designate when this course should be offered).
- Required Prerequisites: none
- Recommended Prerequisites: English 9 and English 10; Students should be able to read and comprehend college-level texts and apply the conventions of standard written English in their writing.
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for grades 11 or 12 for all diplomas
- **Students enrolled in this course will be required to take the AP exam. Students enrolled in this course will be responsible for the cost of this exam (\$80-\$90). Offered on rotational basis with English Literature and Composition, Advanced Placement.**

### **1058 English Literature and Composition, Advanced Placement: Offered on Alternating Years**

AP English 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: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: English 9 and English 10; Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for grades 11 or 12 for all diplomas
- **Students enrolled in this course will be required to take the AP exam. Students enrolled in this course will be responsible for the cost of this exam (\$80-\$90). Offered on rotational basis with English Language and Composition, Advanced Placement.**

### **1010 Language Arts Lab (English Lab) (Assigned by Administration-Data Based)**

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing coursework 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: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 to 8 credits. This course allows for successive semesters of instruction for students who need additional support in any or all aspects of the writing standards.
- Counts as an Elective for all diplomas

### **1086 Student Media (Yearbook, Inside the Nest, Newspaper) (see also Fine Arts)**

Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of Journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers, yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and 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: 9, 10, 11, 12
- Recommended Prerequisites: Journalism, Mass Media, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum. The nature of this course allows for successive semesters of instruction at advanced levels. may be offered over three or four years by subtitling the course Beginning, Intermediate, or
- Counts as a Directed Elective or Elective for all diplomas
- **Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.**
- NOTE: This is the designated School Media course, including newspaper and yearbook

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### **Family and Consumer Sciences (FACS)**

<b>Course Title</b>	<b>Option</b>	<b>Recommended Grade Level</b>
Preparing for College and Careers (PCC)	Required	9
Principles of Business Management	Elective	9-10
Principles of Human Services	Elective	9-10
Relationships and Emotions	Elective	9-10-11
Understanding Diversity	Elective	10-11-12

### **5394 \*Preparing for College and Careers (see also CTE)**

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 world experiences, is recommended.

- Recommended Grade: 9
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Only 1 credit may count toward CTE Concentrator Status for Perkins IV Pathways
- Counts as a directed elective or elective for all diplomas

### **7176 Principles of Human Services (see also CTE)**

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

- Recommended Grade: 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

- Counts as a directed elective or elective for all diplomas

**4562 Principles of Business Management (see also CTE)**

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

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Digital Applications and Responsibility
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

**7177 Relationships and Emotions (see also CTE)**

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: Principles of Human Services
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

**7174 Understanding Diversity (May be offered on alternating years) (see also CTE)**

Understanding Diversity provides background knowledge of the field of intellectual and developmental disabilities and issues pertaining to the field. It covers topics such as: Historical development, Service availability and approaches to intellectual and developmental disabilities, Disability ranges and assessment, Availability of community resources and help, and Social, legal and ethical issues.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: Principles of Human Services
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

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**Fine Arts Department**

<b>Course Title</b>	<b>Option</b>	<b>Recommended Grade Level</b>
<b>ART:</b>		
Ceramics (L)	Elective	10-11-12
Introduction to 2D Art (L)	Elective	9-10-11-12
Advanced 2D Art (L)	Elective	9-10-11-12
Introduction to 3D Art (L)	Elective	9-10-11-12
Advanced 3D Art (L)	Elective	9-10-11-12
<b>BAND:</b>		
Applied Music: Instrument	Elective	10-11-12
GUITAR (pending #s for enrollment)	Elective	10-11-12
Instrumental Ensemble (L) (Band)	Elective	9-10-11-12
<b>CHOIR:</b>		
Advanced Chorus (L) (Choir)	Elective	9-10-11-12

**THEATRE:**

Technical Theatre I & II(L)	Electiv	9-10-11-12
Technical Theatre III & IV (L)	Elective	11-12
Theatre Production I & II (L)	Elective	9-10-11-12
Theatre Production III & IV (L)	Elective	11-12

**4040 Ceramics (I & II) (L)**

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 presentation skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

**4000 Two-Dimensional Art (2-D) - INTRODUCTION (L)**

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 presentation skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

**4004 Two-Dimensional (2-D) Art - ADVANCED (L)**

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 presentation skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

### **4002 Three-dimensional (3-D) Art - INTRODUCTION (L)**

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 presentation skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

### **4006 Three-Dimensional (3-D) Art- ADVANCED (L)**

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

### **4200 Applied Music: Instrument**

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: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

### **4162 Instrumental Ensemble (Band) (L)**

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

### **4188 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: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Beginning and Intermediate Chorus
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

### **4244 Technical Theatre I & II (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: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas

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

### **4252 Technical Theatre III & IV - (ADVANCED) (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: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Technical Theatre I and II (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills 1 of 2 Fine Arts requirements for the Core 40 Academic Honors Diploma
- Laboratory Course

### **4248 Theatre Production I & II (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: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

### **4254 Theatre Production III & IV, (ADVANCED) (L)**

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: 11, 12
- Required Prerequisites: Theatre Production I & II
- Recommended Prerequisites: Theatre Arts
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

- Laboratory Course

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## **Health and Physical Education**

<b>Course Title</b>	<b>Option</b>	<b>Recommended Grade Level</b>
Health & Wellness	Required	9-10
Physical Education I (L)	Required	9-10
Physical Education II (L)	Required	9-10-11
Elective P.E. (L)	Elective	10-11-12

### **3506 Health & Wellness**

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: 8th grade health education
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills the Health and Wellness requirement for all diploma types

### **3542 Physical Education I (L)**

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Grade 8 Physical Education
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills part of the Physical Education requirement for all diplomas
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restrictive environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

### **3544 Physical Education II (L)**

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in four of the following areas that were not included in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity

and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Physical Education I
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills part of the Physical Education requirement for all diplomas
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender. ● Adapted physical education must be offered, as needed, in the least-restrictive environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course me must be spent in activity.

### **3560 Elective Physical Education (L)**

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. 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. 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. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, maximum of 8 credits
- Counts as an elective requirement for all diplomas
- The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized. ● 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.

**\*This course will count as an elective credit only and will not count as a required PE credit.**

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### **Mathematics Department**

<b>Course Title</b>	<b>Option</b>	<b>Recommended Grade Level</b>
Algebra I	Required	8-9
Algebra II	Elective	10-11
Calculus AB, Advanced Placement	Elective	12
Calculus BC, Advanced Placement	Elective	12
Geometry	Required	9-10
Math Lab	Administration	9-10-11-12
Pre-Calculus Alg/Trig	Elective	11-12
Statistics, Advanced Placement	Elective	11-12

*Sequence of classes:*

*Students who took Algebra I in 8<sup>th</sup> grade:*

*8<sup>th</sup> grade – Algebra I*

9<sup>th</sup> grade – Geometry  
10<sup>th</sup> grade – Algebra II  
11<sup>th</sup> grade – Pre Calculus  
12<sup>th</sup> grade – AP Calculus or AP Statistics

Students who take Algebra I in 9<sup>th</sup> grade:

9<sup>th</sup> grade – Algebra I  
10<sup>th</sup> grade – Geometry  
11<sup>th</sup> grade – Algebra II  
12<sup>th</sup> grade – Pre Calculus

Students who take Algebra I in 9<sup>th</sup> grade and want to complete a 5 year math curriculum:

9<sup>th</sup> grade – Algebra I  
10<sup>th</sup> grade – Geometry & Algebra II (concurrently)  
11<sup>th</sup> grade – Pre Calculus  
12<sup>th</sup> grade – AP Calculus

## **2520 Algebra I**

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

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

## **2522 Algebra II**

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: Algebra I
- 2 semester course, 1 credit per semester
- Counts as a Mathematics course for all diplomas
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas

## **2562 Calculus AB, (Advanced Placement)**

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 semester 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.

- Recommended Grade: 11,12
- Required Prerequisites: Pre-Calculus: Algebra
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course
- **Students enrolled in this course will be required to take the AP exam.**

### **2572 Calculus BC, (Advanced Placement)**

AP Calculus BC 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 BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AP Calculus AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. 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. 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: 11, 12
- Required Prerequisites: Pre-Calculus: Algebra
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course
- **Students enrolled in this course will be required to take the AP exam.**

### **2532 Geometry**

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: Algebra I
- 2 semester course, 1 credit per semester
- Counts as a Mathematics course for all diplomas
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

### **2560 Math Lab (Assigned by Administration-Data Based)**

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with

Algebra I or Integrated Mathematics I; instead, schools should offer Algebra I Lab or Integrated Mathematics I Lab to provide students with rigorous support for these courses.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: None
- 1 semester course, 1 credit per semester, 8 credits maximum
- Counts as an elective for all diplomas
- Clarifying information can be appended to the end of the course title to denote the content covered in each course. Example: Mathematics Lab used to support students in Algebra II can be recorded on the transcript as Mathematics Lab – Algebra II.

### **2564 Pre-Calculus: Algebra (Taken with Pre-Calculus: Trigonometry)**

Pre-Calculus: Algebra extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus: Algebra is made up of five strands: Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Functions and Equations; Sequences and Series; and Conics. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III
- 1 semester course, 1 credit per semester
- Counts as a Mathematics course for all diplomas

### **2566 Pre-Calculus: Trigonometry (taken with Pre-Calculus: Algebra)**

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

- Recommended Grade: 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III
- 1 semester course, 1 credit per semester
- Counts as a Mathematics course for all diplomas

### **2570 Statistics, (Advanced Placement)**

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 semester, 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.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II or Integrated Mathematics III

- Credits: 1 to 2 credit course, 1 credit per semester. Due to the level of rigor, it is recommended that AP Statistics be offered as a 2 semester, 2 credit course.
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course

**Miscellaneous:**

**7000 Study Hall (No credit awarded)**

Study Hall is a non-credit bearing course. *Students must be enrolled in at least two AP courses at Rossville to take this course.*

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: No credits awarded

**7004 Teacher Assistant (TA) (No credit awarded)**

A teaching assistant earns no credit for participation. This course allows students an opportunity to assist teachers with classroom tasks. Must have earned no grade lower than a C- in any course during the previous semester. Teacher and counselor approval required.

- **Required** Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: No credits awarded

**Multidisciplinary Department** (*\*Courses in this department do not count as directed electives.*)

**0500 Basic Skills Development - (Administration Assigned)**

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: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 credit per semester up to 8 semesters, 8 credits maximum
- Counts as an Elective for all diplomas

**Science Department**

<b>Course Title</b>	<b>Option</b>	<b>Recommended Grade Level</b>
Anatomy & Physiology	Elective	11-12
Biology I (L)	Required	9
Biology, Advanced Placement (L)	Elective	11-12
Chemistry I (L)	Elective	10-11-12
Chemistry, Advanced Placement (L)	Elective	11-12
Earth & Space Science I (L)	Elective	9-10-11-12
Integrated Chemistry/Physics (L)	Elective	10-11
Science Research, Ind. Study (L)	Elective	11-12

**5276 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. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument,

skeletal, 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: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Biology
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Core 40 Science course requirement for all diplomas

### **3024 Biology I (L)**

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

- Recommended Grade: 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the Biology requirement for all diplomas

### **3020 Biology, Advanced Placement (L)**

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: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Biology I and Chemistry I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a quantitative reasoning course

**Students enrolled in this course will be required to take an AP exam at an additional cost.**

### **3064 Chemistry I (L)**

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II (can be taken concurrently)
- Credits: 2 semester course, 1 credit per semester
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a quantitative reasoning course

### **3060 Chemistry, Advanced Placement (L)**

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: 12
- Required Prerequisites: none
- Recommended Prerequisites: Chemistry I, Algebra II, Pre-Calculus: Algebra/Pre-Calculus: Trigonometry
- Credits: 2 semester course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a quantitative reasoning course
- \* Students enrolled in this course will be required to take the AP exam at an additional fee.

### **3044 Earth and Space Science I (L)**

Earth and Space Science I is a course focused on the following core topics: universe; solar system; Earth cycles and systems; atmosphere and hydrosphere; solid Earth; 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: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a science course requirement for all diplomas

### **3108 Integrated Chemistry-Physics (L)**

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

- Recommended Grade: 9
- Required Prerequisites: none
- Recommended Prerequisites: Algebra I (may be taken concurrently with this course)
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a Quantitative Reasoning course

### **3008 Science Research, Independent Study (L)**

Science Research, Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete a science fair project to be exhibited at a regional science fair and/or state science symposium, an end-of-course project, such as a scientific research paper, or some other suitable presentation of their findings.

- Recommended Grade: 11, 12
- Recommended Prerequisites: Two credits in Core 40 science coursework (this course may be taken concurrently with a Core 40 science course)
- Credits: 2 semester course, 1 credit per semester
- Counts as a science course for all diplomas

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## **Social Studies Department**

<b>Course Title</b>	<b>Option</b>	<b>Recommended Grade Level</b>	
Economics	Required	12	
Ethnic Studies (Pending #s)	Elective	9-10-11-12	
Geography & Hist. of World	Elective	10-11	
Indiana Studies (Pending #s)	Elective	9-10-11-12	
Psychology, Adv. Placement	Elective	11-12	
United States Government	Required	12	
United States History	Required	11	
United States History, Adv. Placement	Elective	11-12	
World Hist. & Civilization	Elective	10-11-12	

### **1514 Economics**

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: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Fulfills a Social Studies requirement for the General Diploma only
- Qualifies as a quantitative reasoning course

### **1516 Ethnic Studies (Offered based on student interest)**

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 an analysis of the political impact of ethnic diversity in the United States.

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

### **1570 Geography and History of the World**

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 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: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Social Studies requirement for the General Diploma
- Counts as an Elective for all diplomas
- Fulfills the Geography History of the World/World History and Civilization graduation requirement for the Core 40, Core 40 with Academic Honors and Core

### **1518 Indiana Studies (Offered based on student interest)**

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

### **1558 Psychology, Advanced Placement**

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: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

**\*Students enrolled in this course will be required to take the AP exam. Students enrolled in this course will be responsible for the cost of this exam (\$80-\$90).**

### **1540 United States Government**

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects the rights and provides the structure and functions of various levels of government. Analysis of how the United States interacts with other nations and the government's role in world affairs is included in this course. Using primary and secondary resources, students will articulate, evaluate, and

defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Fulfills Government requirement for all diplomas
- Students are required to take the naturalization test for citizenship per SEA 132 (New 2019- 2020).

### **1542 United States History**

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the 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: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the US History requirement for all diplomas

### **1562 AP United States History (Advanced Placement)**

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: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 2 semester course, 1 credit per semester
- Fulfills the US History requirement for all diplomas
- **Students enrolled in this course will be required to take the AP exam. Students enrolled in this course will be responsible for the cost of this exam (\$80-\$90).**

### **1548 World History and Civilization**

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: none

- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas

## **World Languages Department**

<b>Course Title</b>	<b>Option</b>	<b>Recommended Grade Level</b>
Spanish I	Elective	9-10
Spanish II	Elective	10-11
Spanish III	Elective	11-12

### **2120 Spanish 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: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

### **2122 Spanish 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 pressing 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: 9, 10, 11, 12
- Required Prerequisites: Spanish I
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

### **2124 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: 9, 10, 11, 12
- Required Prerequisites: Spanish I and II
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

### **Career & Technical Education:**

<b>Course Title</b>	<b>HS Credit</b>	<b>College Credit</b>	<b>Option</b>	<b>Recommended Grade Level</b>
Ag Structures Fab/Des	2(1/sem)		Elective	10-11-12
Automotive Serv. Tech. I*	6 (3/sem)	14 (7/sem)	Elective	11-12 (Schedule Limitations)
Computer Science II	2 (1/sem)		Elective	10-11-12
Construction Trades I	6 (3/sem)		Elective	11
Construction Trades II	6 (3/sem)		Elective	11-12
Cosmetology I*	6 (3/sem)	6/sem	Elective	11-12
Cosmetology II*	6 (3/sem)	6/sem	Elective	11-12
Criminal Justice I*	6 (3/sem)	12 (6/sem)	Elective	11-12
Emergency Medical Serv.*	6 (3/sem)	NA	Elective	12
Hlth Sci Educ I: Nursing	2 (1/sem)		Elective	11-12
Hlth Sci Educ II: Nursing*	6 (3/sem)	8 (4/sem)	Elective	11-12
Medical Terminology	2 (1/sem)		Elective	11-12
Prep for College/Career	1 (1/sem)		Required	8-9
Principles of Agriculture	2 (1/sem)		Elective	9-10
Principles of Bus. Mgmt.	2(1/sem)		Elective	9-10
Principles of Computing	2 (1/sem)		Elective	9-10
Principles of Human Serv.	2 (1/sem)		Elective	9-10
Principles of Industry 4.0	2 (1/sem)		Elective	9-10
Relationships & Emotions	2 (1/sem)		Elective	9-10-11
Robotics Design & Innov.	2 (1/sem)		Elective	9-10-11
Understanding Diversity	2 (1/sem)		Elective	10-11-12
Website & Data. Dev.	2 (1/sem)		Elective	10-11-12

**Note:** Several of the above programs are shared programs through the District 19 Wildcat Creek Career Cooperative. All of these programs require specific and individual consideration while scheduling classes at Rossville in conjunction with scheduling classes at Ivy Tech, Frankfort, or wherever the program is offered. Juniors and/or seniors considering these classes should express their interest prior to the deadline for scheduling classes at Rossville. The student will be responsible for transportation to and from the meeting location. **Students with more than five (5) absences per semester (excused and/or unexcused) during the current year will not be considered for enrollment in these career and technical classes.** Attendance in these programs is a critical element for success. \*The offering of each program is dependent on the number of students enrolled in the program. \*\*Students/parents will be responsible for the cost of books and supplies. Costs will vary with each program.

Additional courses may be available beyond those listed in this guide; however, enrollment is considered on an individual basis and is subject to change. Additional fees may apply.

**Dual credit** can be earned with the courses designated with an asterisk (\*). A dual credit course allows a student to earn high school credits and college credits upon successful completion.

**Next Level Programs of Study (NLPS):** Course code numbers and titles for the NLPS are in the process of being updated at the state level and could change, especially with off-campus programming.

### **7112 Agriculture Structures Fabrication and Design (Ivy Tech Dual Credit - TBD) (May be offered on alternating years)**

Agricultural Structures Fabrication and Design is a two-semester course that focuses on metal work, and agricultural structures. This course will allow students to develop skills in welding and metalworking, construction, fabrication, machine components and design while incorporating the engineering design 14 process. Students will also cover safety topics for each area while demonstrating appropriate health and safety standards.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Agriculture\*
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective credits for all diplomas
- \*Principles course is not required until 24-25 school year because this course is included in Perkins V pathways.

### **#TBD (NLPS) \*Automotive Services Technology I (Ivy Tech Dual Credit-Off-Campus): (Schedule Limitations)**

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 semester 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 post-secondary 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: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Transportation
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

*High School juniors and seniors may participate in the automotive dual credit program, and attend classes on the Lafayette campus of Ivy Tech Community College. Students who successfully complete this program will earn 7.5 Ivy Tech Community College credit hours during each of their junior and senior years for a total of 15 credit hours when the program is complete. Students may apply these credit hours toward an Ivy Tech Community College degree specializing in Automotive Service, Automotive Management, or Alternative Fuel Technician. Selection is based on academic performance, attendance, work ethic, and responsibility. Course operates on Ivy Tech's school calendar. Principal approval is required.*

### **5236 Computer Science II (Required for Computer Science Pathway Perkins V)**

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

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

### **5580 Construction Trades I (Off-Campus)**

Construction Trades I classroom and laboratory experiences involve the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of construction, future trends and career options, reading technical drawings and transforming those drawings into physical structures are covered. 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 Safety and Health Standards for the construction industry.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Construction
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

### **5578 Construction Trades II (Off-Campus)**

Construction Trades II builds on the formation, installation, maintenance, and repair skills learned in Construction Trades 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: 12
- Required Prerequisites: Construction Trades I
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course.

### **5802 Cosmetology I (Vincennes Dual Credit) (Off-Campus)**

Cosmetology I offers an introduction to cosmetology with an emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring, business and personal ethics, bacteriology, and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. The State of Indiana requires a total of 1500 hours of instruction for licensure.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Interpersonal Relationships
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as Directed Elective or Elective for all diplomas

\*Course is taken concurrently with Cosmetology II.

*Students must be well groomed and have a pleasing personality. This program is offered at Christina's Education Center in Lafayette. Students will report to class at 12:30 PM each day. Classes begin in June*

*and continue through July of the following year. This program requires four class periods in the student's schedule to participate each semester. Selection is based on academic performance, attendance, work ethic, and responsibility. Principal approval is required.*

### **5806 Cosmetology II (Vincennes Dual Credit) (Off-Campus)**

Cosmetology II builds on concepts learned in Cosmetology I with an emphasis on the development of advanced skills in styling, hair coloring, permanent waving, facials and manicuring. Students will also study anatomy and physiology, professionalism, and salon management in relation to cosmetology.

- Recommended Grade: 12
- Required Prerequisites: Cosmetology I
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

\*Course is taken concurrently with Cosmetology I.

*Students must be well groomed and have a pleasing personality. This program is offered at Christina's Education Center in Lafayette. Students will report to class at 12:30 PM each day. Classes begin in June and continue through July of the following year. This program requires four class periods in the student's schedule to participate each semester. Selection is based on academic performance, attendance, work ethic, and responsibility. Principal approval is required.*

### **5822 \*Criminal Justice I (Vincennes Dual Credit) (Off-Campus)**

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Interpersonal Relationships
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

\*Course begins at 7:30a.m. and dismisses at 10:07a.m. Class is sponsored by Frankfort High School and is conducted at The Community Schools of Frankfort. Course will operate on Frankfort High School's school calendar. Selection is based on academic performance, attendance, work ethic, and responsibility. Principal approval is required.

### **5210 Emergency Medical Services (EMS) (Off-Campus)**

Emergency Medical Services prepares students for a state certification which may lead to a career in Emergency Medical Services. Examples of those careers include Emergency Medical Technician and Paramedic. This course is designed for persons desiring to perform emergency medical care. Theories, techniques, and operational aspects of pre-hospital emergency care, within the scope and responsibility of the basic emergency medical technician are covered in this course. 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 safely transport them to the hospital. The handling of victims of hazardous materials accidents is also addressed in this course. Opportunities for laboratory practice and clinical observation in a hospital emergency room and ambulance are also included to provide occasions for students to further develop clinical skills and the appropriate ethical behavior. Leadership skills are developed and community service opportunities are provided through participation in HOSA. Students have the opportunity to compete in a number of competitive events at both the state and national level.

- Recommended Grade: 12
- Required Prerequisites: none
- Recommended Prerequisites: Health Science Education I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for all diplomas

•*This course will meet at the Clinton County Public Safety Office at 1857 S Jackson St in Frankfort next to the Clinton County Fairgrounds. Course begins at 7:30a.m. and dismisses at 9:30a.m. Course is sponsored by Rossville High School and operates on Rossville High School's school calendar. Selection is based on academic performance, attendance, work ethic, and responsibility. Principal approval is required.*

### **5282 Health Science Education I (Ivy Tech Dual Credit) (Off-Campus)**

Health Science Education I is a course designed to provide a foundation of skills development to specific health careers including; patient care, nursing care, dental care, animal care, medical laboratory, and public health. Students will also receive an introduction to healthcare systems, anatomy, physiology, and medical terminology. Laboratory experiences with industry applications 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. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

- Recommended Grade: 11
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Health Science Careers
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits

### **5284 \*Health Science Education II: Nursing (Ivy Tech Dual Credit) (Off-Campus)**

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: 12
- Required Prerequisites: none
- Recommended Prerequisites: Health Science Education I
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for all diplomas

•*This year-long program prepares students for the Certified Nursing Assistant (CNA) test and allows students to work directly with patients. Course is conducted at Wesley Manor in Frankfort or Mulberry. Course is sponsored by Clinton Central High School and will operate on Clinton Central High School's school calendar. Students must provide their own transportation; have proof of insurance; pay a fee for a blood pressure cuff, stethoscope, gait belt and CPR manual (all of which they keep after completion of the program); pay for scrubs and appropriate shoes; and, have a TB test. AM section begins at 7:45a.m. to 10:15a.m.; PM section begins at 12:45pm. to 3:15p.m. Section placement will be based on student's course schedule and not based on student request. Selection is based on academic performance, attendance, work ethic, and responsibility. Principal approval is required.*

### **5274 Medical Terminology (Taken with Health Science I/II - Off Campus)**

Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the context of body systems. This course builds skills in pronouncing,

spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation of a medical vocabulary including; appropriate and accurate meaning, spelling, and pronunciation of medical terms, and abbreviations, signs, and symbols.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
- Counts as a directed elective or elective for all diplomas

### **5394 Preparing for College and Careers (see also FACS)**

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

- Recommended Grade: 9
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credit maximum; Only 1 credit may count toward CTE Concentrator Status for Perkins IV Pathways
- Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).
- Counts as a Directed Elective or Elective for all diplomas

### **7117 Principles of Agriculture (Required for Ag Mechanization & Engineering and AgriScience Pathways) (Ivy Tech Dual Credit)**

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

- Recommended Grade: 9, 10, 11
- Required Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective credits for all diplomas

### **4562 Principles of Business Management (Required for Business Management Pathway)**

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

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Digital Applications and Responsibility
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

- Counts as a directed elective or elective for all diplomas

### **7183 Principles of Computing (Required for Computer Science Pathway)**

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

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Computer Science; Completed or Co-Enrolled in Algebra I
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

### **7220 Principles of Industry 4.0 - Smart Manufacturing (Ivy Tech Dual Credit) (Required for Smart Mfg. Pathway)**

Principles of Industry 4.0 introduces students to the Industrial Internet of Things (IIoT). Students will explore Industry 4.0 technologies such as artificial intelligence (AI), human to robot collaboration, big data, safety, electrical, sensors, digital integration, fluid power, robot operation, measurement, CAD, CNC, additive manufacturing, print reading, and technical mathematics. Students will complete hands-on labs, virtual simulations, projects, and critical thinking assignments to help prepare for SACA C-101 Certified Industry 4.0 Associate I - Basic Operations certification exam.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Advanced Manufacturing
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

### **7176 Principles of Human Services (Required for Human & Social Services Pathway)**

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

- Recommended Grade: 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

### **7177 Relationships and Emotions (Required for Human & Social Services Pathway)**

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: Principles of Human Services
- Recommended Prerequisites: none

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

### **4728 Robotics Design and Innovation (Required for Smart Manufacturing Pathway)**

Robotics Design and Innovation allows students to design, program, and test innovative technological designs related to robotic systems. Topics involve mechanics, pneumatics, control technologies, computer fundamentals, and programmable control technologies. Students design, build, and optimize robots to perform a variety of pre-designated tasks. Individuals or small teams may choose to participate in organized robotic competitions or develop their own events during the course. Upon completion of the course, learners will understand what technicians do in the workplace and how industry utilizes Mechatronics in advanced manufacturing.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Principles of Advanced Manufacturing
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

### **7174 Understanding Diversity (Required for Human & Social Services Pathway)**

Understanding Diversity encourages cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Human Services
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

### **7185 Website and Database Development (Required for Computer Science Pathway)**

Website and Database Development will provide students a basic understanding of the essential Web and Database skills and business practices that directly relate to Internet technologies used in Web site and Database design and development. Students will learn to develop Web sites using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Additionally students will be introduced to the basic concepts of databases including types of databases, general database environments, database design, normalization and development of tables, queries, reports, and applications. Students will be familiarized with the use of ANSI Standard Structured Query Language. 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.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Computing
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas