Bluffton High School

Course Description Guide 2021-2022

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This document is updated annually by BHS. Additional updates may be made throughout the year by the State of Indiana. If you would like to check for updates, click here.

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NONDISCRIMINATION IN EDUCATION

It is the policy of this Corporation to provide an equal opportunity for all students, regardless of race, color, creed, age, disability, religion, gender, ancestry, national origin, place of residence within the boundaries of the Corporation, or social or economic background, to learn through the curriculum offered in this Corporation.

Graduation Requirements

Diploma Types

Dual Credit Courses

WHAT IS DUAL CREDIT?

Bluffton High School provides opportunities for students to earn college credit while in high school. Students must meet the admission requirements established by the educational institution (college or university) in collaboration with the school corporation. The tuition and fees are at the expense of the student's family. There are two ways in which college credit can be obtained: 1) A student may take a Bluffton High School course that has been approved for college credit by a local university and earn college credits by paying the university for that credit. 2) A student may attend a local college campus or take an online class from a college. Bluffton High School will award credit for the class if it is comparable to a course listed in the Course Description Guide for the State of Indiana Schools and if approval is given from the student for the college to release grades to BHS. The grades earned in courses taken at a college are used in calculating high school G.P.A. and class rank. Dual enrollment opportunities are designated with an * on the transcript.

Bluffton Class Title	Location	# of HS Credits	College Course #	College Course Title	College	# of College Credits	Certificate Available?
Health Science I	Bluffton HS	3	HLHS 100	Intro to Health Careers	Ivy Tech	3	
Health Science II	Bluffton HS	3	HLHS 101	Medical Terminology	Ivy Tech	3	CNA (optional)
Culinary Arts I	Bluffton MS	3	HOSP 101 & HOSP 102	Sanitation & First Aid Basic Food Theory & Food	Ivy Tech	2 & 3	Serv Safe
Culinary Arts II	Bluffton MS	3	HOSP 104 & HOSP 105	Nutrition Intro to Baking	Ivy Tech	3 & 3	
Welding I	Bluffton HS	3	INDT 114	Introductory Welding	Ivy Tech	3	
Welding II	Bluffton HS	3	WELD 207	Gas Metal Arc Welding	Ivy Tech	3	AWS (optional)
Principles of Business Management	Bluffton HS	3	BA 2500	Marketing	Indiana Tech	3	
Entrepreneurship	Bluffton HS	3	BA 2460	Exploring Entrepreneurship	Indiana Tech	3	
H U.S. Government	Bluffton HS	2	POLS 101	Intro to American Govt	Ivy Tech	3	
Economics	Bluffton HS	2	ECON E200	Fundamentals of Economics	IPFW	3	
H U.S. History	Bluffton HS	2	HIST H105-H106	American History I & II	IU K	3	
Calculus	Bluffton HS	2	MA 16500	Analytic Geom & Calc I	IPFW	4	
Pre-Calculus	Bluffton HS	2	MA 15300/15400	Algebra & Trig I & II	IPFW	3 & 3	
Quantitative Reasoning	Bluffton HS	2	MATH 123	Quantitative Reasoning	Ivy Tech	3	
German II	Bluffton HS	2	GER G111	First Year German I	IPFW	4	
Spanish III	Bluffton HS	2	SPAN 101/102	Spanish	Ivy Tech	4 & 4	
Biology II	Bluffton HS	2	BIOL 10000/100001	Biological Wrld & Lab	IPFW	4	
H English 12	Bluffton HS	2	ENGL 111	English Composition	Ivy Tech	3	
Intro to Engineering Design	Bluffton HS	2	DESN 101	Intro to Design Tech	Ivy Tech	3	
Principles of Engineering	Bluffton HS	2	DESN 104	Mechanical Graphics	Ivy Tech	3	
Drafting/AutoCad	Bluffton HS	2	DESN 102	Technical Graphics	Ivy Tech	3	

AP & Honors Courses

WHAT DOES AP MEAN?

The AP Program gives students a chance to experience college-level classes in high school and opens the door to earning college credit before students ever set foot on campus. Students will get to dig deeper into subjects they love while building the skills and confidence they need to succeed in college.

Our school offers AP courses in many different subjects, each of which culminates in an optional exam in May. If a student scores a 3 or higher (on a scale of 1–5), he/she could earn college credit, skip intro-level courses, or both at thousands of U.S. colleges and universities. Earning credit in high school means paying for fewer credits in college. It also opens up the student's schedule, allowing him/her to take more electives, pursue a second major, or study abroad.

Regardless, the AP Exam score, taking AP courses can have a positive impact on his/her college applications. Admissions officers know college faculty play a big role in developing AP courses, so they know students who took AP pushed themselves to take challenging, college-level courses. This is something colleges like to see.

Take some time to look through the AP courses we offer and see if any interest your student. By taking these courses, students can find out what college work is like while having the support of teachers students trust in an environment they know.

WHAT DOES HONORS MEAN?

Honors classes at Bluffton High School are important for high school students for many reasons. Some of these reasons involve immediate gains that stay with the student as they mature and move on in life. In many cases, students rise to the challenge of harder work with a new spark. Participating in honors courses makes the student more confident and poised. The greater workload allows the student to become more prepared to deal with intense situations and to become confident that he is capable of handling difficult tasks. It is a learning experience on more levels than one.

AP Classes	Honors Classes
AP World History	Honors US History
AP Physics (alternating years)	Honors Chemistry
AP Chemistry (alternating years)	Honors English 12
	Honors Government
	Honors Algebra II

Graduation Pathways

The purpose of Graduation Pathways is to ensure that every Hoosier student graduates from high school with:

1. A broad awareness of and engagement with individual career interests and associated career options;
2. A strong foundation of academic and technical skills; and
3. Demonstrable employability skills that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment.

The pathways provide schools with flexibility while expanding options for students to pursue their educational and career interests and goals. Specifically, the pathways move from a one-size-fits-all approach where earning a diploma was dependent on passing graduation qualifying exams. Instead, Graduation Pathways will allow all students to select from multiple ways to graduate that align with their strengths and interests while furthering their career goals and skills. These Pathways encourage relevancy and student engagement while maximizing more individualized options to meet every student's unique goals and needs.

Because students will get to select from options that best align with their postsecondary goals, their high school experience will be more engaging to them personally. Additionally, the pathways give students something of value and meaning to help them succeed in the next step along their personal journey—whether it is continuing their education and training, enlisting in the military, or entering the workforce. Every student's unique pathway and postsecondary aspiration will be valued and respected within these new requirements.

Scheduling Policy

SCHEDULING POLICY

Students and parents are encouraged to choose courses carefully. Students will receive schedules before the end of the current school year. Guidance counselors are available by appointment on several different dates for students and parents who have questions or wish to schedule a personal conference. Counselors are also available in August for schedule conflicts. Schedule changes are permitted prior to the start of each semester. Schedule changes after the start of the semester may require additional approval.

Semester one schedules may be different from those received before the end of the current school year due to the importance of class balancing and class size limitations. If schedule conflicts cannot be worked out by using the student course selections, a counselor will contact students during the spring or summer. It may be necessary for a student to meet with a counselor to resolve the conflict.

Students may repeat a course if they have not passed a class for which the original course is a prerequisite. For example, Algebra I may not be repeated after having passed Geometry or Algebra II. Credit is only awarded once per class. The grade earned the final time a course is completed is the grade used for the grade-point average.

Course Fees

COURSE FEES

Technology and Textbook Rental - $165.00.
Ivy Tech Dual Credit -
IPFW Dual Credit -
IU Kokomo Dual Credit -
Indiana Tech Dual Credit -
Area 18 Career and Technical Education Courses - Varies
WBL: Program-Related Learning and On-The-Job Training and Co-Curricular Music classes may charge fees in addition to the $165.00.
Culinary Arts fee - $50
Welding -

CTE Pathways

WHAT ARE CTE PATHWAYS?

CTE, or Career and Technical Education, Pathways are an aligned sequence of secondary and postsecondary courses defined as an aligned sequence of secondary A CTE Concentrator is a student who has earned at least six credits in CTE pathway courses in a state approved College and Career Pathway (Program of Study). Indiana College and Career Pathways are. They are being developed with input from business and industry, secondary and postsecondary education, and the public.

Graduation Year - 2022 (Seniors)

Pathway	School	Concentrator A	Concentrator B
Business Management & Administration	Bluffton	Principles of Business Management	Administration & Office Management
Computer Science	Bluffton	Computer Science I	Computer Science II
Culinary Arts	Bluffton	Culinary Arts I	Culinary Arts II
Early Childhood Education	Bluffton	Early Childhood Education I	Early Childhood Education II
Entrepreneurship	Bluffton	Intro to Business & Principles of Business Management	Entrepreneurship
Health Science Education	Bluffton	Health Science Education I	Health Science Education II
Welding Technology	Bluffton	Welding I	Welding II
Criminal Justice	Bellmont	Criminal Justice I	Criminal Justice II
Radio/TV Broadcasting	Bellmont	Radio & TV I	Radio & TV II
Auto Service Tech	Norwell	Auto Service Tech I	Auto Service Tech II
Computer Science	South Adams	Computer Science I	Computer Science II
Precision Machining	South Adams	Precision Machining I	Precision Machining II
Fire & Rescue	South Adams	Fire & Rescue I	Fire & Rescue II
Adv. Manufacturing	Southern Wells	Adv. Manufacturing I	Adv. Manufacturing II
Agriculture	Southern Wells	Agriculture Power, Structure and Technology	Agribusiness Management
Construction Trades	Southern Wells	Construction I	Construction II
HVAC	Southern Wells	HVAC I	HVAC II
Cosmetology	Huntington North	Cosmetology I	Cosmetology II

Graduation Year - 2023 (Juniors)

Pathway	School	Concentrator A	Concentrator B
Business Management & Administration	Bluffton	Principles of Business Management	Administration & Office Management
Computer Science	Bluffton	Computer Science I	Computer Science II
Culinary Arts	Bluffton	Culinary Arts I	Culinary Arts II
Early Childhood Education	Bluffton	Early Childhood Education I	Early Childhood Education II
Marketing	Bluffton	Intro to Business & Principles of Business Management	Entrepreneurship
Health Science Education	Bluffton	Health Science Education I	Health Science Education II
Welding Technology	Bluffton	Welding I	Welding II
Criminal Justice	Bellmont	Criminal Justice I	Criminal Justice II
Radio/TV Broadcasting	Bellmont	Radio & TV I	Radio & TV II
Auto Service Tech	Norwell	Auto Service Tech I	Auto Service Tech II
Computer Science	South Adams	Computer Science I	Computer Science II
Precision Machining	South Adams	Precision Machining I	Precision Machining II
Fire & Rescue	South Adams	Fire & Rescue I	Fire & Rescue II
Adv. Manufacturing	Southern Wells	Adv. Manufacturing I	Adv. Manufacturing II
Agriculture	Southern Wells	Agriculture Power, Structure and Technology	Agribusiness Management
Construction Trades	Southern Wells	Construction I	Construction II
HVAC	Southern Wells	HVAC I	HVAC II
Cosmetology	Huntington North	Cosmetology I	Cosmetology II

Graduation Year - 2024 (Sophomores)

Pathway	School	Concentrator A	Concentrator B
Business Management & Administration	Bluffton	Principles of Business Management	Administration & Office Management
Computer Science	Bluffton	Computer Science I	Computer Science II
Culinary Arts	Bluffton	Culinary Arts I	Culinary Arts II
Early Childhood Education	Bluffton	Early Childhood Education I	Early Childhood Education II
Marketing	Bluffton	Intro to Business & Principles of Business Management	Entrepreneurship
Health Science Education	Bluffton	Health Science Education I	Health Science Education II
Welding Technology	Bluffton	Welding I	Welding II
Criminal Justice	Bellmont	Criminal Justice I	Criminal Justice II
Radio/TV Broadcasting	Bellmont	Radio & TV I	Radio & TV II
Auto Service Tech	Norwell	Auto Service Tech I	Auto Service Tech II
Computer Science	South Adams	Computer Science I	Computer Science II
Precision Machining	South Adams	Precision Machining I	Precision Machining II
Fire & Rescue	South Adams	Fire & Rescue I	Fire & Rescue II
Adv. Manufacturing	Southern Wells	Adv. Manufacturing I	Adv. Manufacturing II
Agriculture	Southern Wells	Agriculture Power, Structure and Technology	Agribusiness Management
Construction Trades	Southern Wells	Construction I	Construction II
HVAC	Southern Wells	HVAC I	HVAC II
Cosmetology	Huntington North	Cosmetology I	Cosmetology II

Graduation Year - 2025 (Freshman)

New Level Programs of Study - Requires a Principles Course, Concentrator A, & Concentrator B

- Only two Principles courses are offered for the 2021-22 school year - Principles of Business and Principles of Early Childhood Education.
- Concentrator A & Concentrator B are not available for the 2021-22 school year.

Pathway	School	Principles Course*	Concentrator A	Concentrator B
Business Management & Administration	Bluffton	Principles of Business	Business Administration Fundamentals	Accounting Fundamentals
Computer Science	Bluffton	N/A	Computer Science 1	Computer Science 2
Culinary Arts	Bluffton	N/A	Food Theory & Nutrition	Culinary Arts
Early Childhood Education	Bluffton	Principles of Early Childhood Education	Early Childhood Education Curriculum	Early Childhood Education Guidance
Marketing	Bluffton	N/A	Marketing Fundamentals	Strategic Marketing OR Digital Marketing
Health Science Education	Bluffton	N/A	Medical Terminology	Healthcare Specialist: CNA
Welding Technology	Bluffton	N/A	Shielded Metal Arc Welding	Gas Welding Processes
Criminal Justice	Bellmont	N/A	TBA	TBA
Radio/TV Broadcasting	Bellmont	N/A	TBA	TBA
Auto Service Tech	Norwell	N/A	TBA	TBA
Computer Science	South Adams	N/A	TBA	TBA
Precision Machining	South Adams	N/A	TBA	TBA
Fire & Rescue	South Adams	N/A	TBA	TBA
Adv. Manufacturing	Southern Wells	N/A	TBA	TBA
Agriculture	Southern Wells	N/A	TBA	TBA
Construction Trades	Southern Wells	N/A	TBA	TBA
HVAC	Southern Wells	N/A	TBA	TBA
Cosmetology	Huntington North	N/A	TBA	TBA

Area 18 Courses

WHAT IS AREA 18 CAREER AND TECHNICAL EDUCATION (CTE)?

The Area 18 Career and Technical Education program is for students who are extremely sure they want to pursue a particular technical career. Students have numerous career paths from which to choose.Students who commit to this program during their junior and senior years are released for two to four periods each school day to receive the necessary training. Students who enroll in these classes commit for the duration of the course. Any withdrawal needs to be approved by the principal.

Course Description

Business Education

Principles of Business

7152

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

- Recommended Grade: 9, 10, 11
- Only available for the class of 2025
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Prep for College & Careers

5394

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
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Principles of Business Management

4562

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

- Recommended Grade: 11,12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Business
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Introduction to Business

4518

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

- Recommended Grade: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Entrepreneurship

5966

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

- Recommended Grade: 12
- Required Prerequisites: at least 2 of the following courses: Introduction to Business, Introduction to Entrepreneurship, Principles of Business Management, Marketing Fundamentals
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Administration & Office Management

5268

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

- Recommended Grade: 12
- Required Prerequisites: Principles of Business Management or Marketing Fundamentals
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Family & Consumer Sciences

Principles of Early Childhood Education

7160

This course provides students with an overview of skills and strategies necessary to successfully complete a certificate. Additionally, it provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula and services available to young children. This course also examines basic principles of child development, Developmentally Appropriate Practices (DAP), importance of family, licensing, and elements of quality care of young children with an emphasis on the learning environment related to health, safety, and nutrition. Students may be required to complete observations and field experiences with children as related to this course.

- Recommended Grade: 9, 10, 11
- Only available to the class of 2025
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Adv. Child Development

5360

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Adv. Nutrition and Wellness (Adv. Foods)

5340

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Nutrition and Wellness
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Early Childhood Education I

5412

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Advanced Child Development
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Early Childhood Education II

5406

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

- Recommended Grade: 12
- Required Prerequisites: Early Childhood Education I
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Human Dev. & Wellness

5366

Human Development and Wellness is valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness;

factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. Authentic applications through service learning are encouraged.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Fine Arts

Band

Marching Band

4160

Marching Band is an elective course offered during the first term. This group learns music and marching drill for football halftime shows, field competitions, and parades. A summer program is also required for all marching band members that includes summer rehearsals and Band Camp. Due to the large number of rehearsals and performances outside of the school day, persons signing up for this ensemble must realize this activity is very time consuming. All High School students in marching band must be enrolled in the class.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 1 Credit
- Counts as a directed elective or elective for all diplomas

Jazz Ensemble

4164

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 1 Credit
- Counts as a directed elective or elective for all diplomas
- Fulfills requirement for 1 of 2 Fine Arts credits for the Core 40 with Academic Honors Diploma if students are enrolled in another band or orchestra course
- Laboratory course

Concert Band

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

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

Adv. Concert Band

4170

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Middle School Band
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

Choir

Adv. Chorus

4188

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: Middle School Choir
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Choral Chamber Ensemble

4180

Choral Chamber Ensemble is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. 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
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

Art

Intro to Art 2D/3D

4000

Introduction to Two-Dimensional/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 two-dimensional and three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

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

2-D Studio Design (Drawing/Painting

4060

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: Intro to Art
- Recommended Prerequisites: Introduction to Art
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

Digital Design

4082

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: Intro to Art
- Recommended Prerequisites: Introduction to Art
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

3-D Studio Design (Ceramics/Sculpture)

4040

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: Intro to Art
- Recommended Prerequisites: Introduction to Art
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

Adv. 3-D Studio Design

4006

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: 3-D Studio Design
- Recommended Prerequisites: Introduction to 2D/3D Art
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Adv. 2-D Studio Design

4004

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: 2-D Studio Design
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Independent Study Studio Art

4006

This class is a course for students who are considering a career in visual arts. It will enable students to review and critique projects in their portfolio while concentrating on development of specific skills and mediums in which to compile a successful portfolio. This course is the culmination of the high school visual arts experience. Students must have approval from the art teacher for admissions into class.

- Recommended Grade: 12
- Required Prerequisites: Intro to Art, either 2-D or 3-D Art, and either Adv. 2-D or Adv. 3-D Art
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Foreign Language

Spanish I

2120

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
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

Spanish II

2122

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Spanish I
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

Spanish III (Dual Credit)

2124

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

Spanish IV

2126

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: Spanish I, II, and III
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

German I

2040

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

German II (Dual Credit)

2042

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: German I
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

German III

2044

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: German I and II
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

German IV

2046

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

materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the German language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native German speakers.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: German I, II and III
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

Health, Fitness, & Recreation

Physical Education I

3542

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Grade 8 Physical Education
- Recommended Prerequisites: none
- 2 Credits

Health Education

3506

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
- 2 Credits
- Fulfills the Health and Wellness requirement for all diploma types

Weight Lifting

3560

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.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade: 10, 11, 12

● Required Prerequisites: none
● Recommended Prerequisites: Physical Education I
● 2 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.

Language Arts

Year-Long English 9

1120

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Counts as an elective for all diplomas
- Year-Long English 9 is designed as a support course for English 9. As such, a student taking this course will have English 9 for a full academic year.

English 9

1002

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
- 2 Credits
- Fulfills an English/Language Arts requirement for all diplomas

English 10

1004

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 or teacher recommendation
- 2 Credits
- Fulfills an English/Language Arts requirement for all diplomas

English 11

1006

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 or teacher recommendation
- 2 Credits
- Fulfills an English/Language Arts requirement for all diplomas

English 12

1008

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 or teacher recommendation
- 2 Credits
- Fulfills an English/Language Arts requirement for all diplomas

Honors English 12 (Dual Credit)

1008

Honors 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 or teacher recommendation
- 2 Credits
- Fulfills an English/Language Arts requirement for all diplomas

College Entrance Prep (LA)

0532

College-Entrance Preparation utilizes individual student score reports from the PSAT, PLAN, and/or ACCUPLACER to prepare students for the SAT, ACT, ACCUPLACER and/or Compass college readiness assessments. Based on student score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placement exams. As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal, successful results. The course may also include college selection and application units, to better prepare students for overall college-readiness. Being "college ready" means being prepared for any post-secondary education or training experience, including readiness for study at two-year and four- year institutions leading to a post-secondary credential (i.e., a certificate, license, Associate's or Bachelor's degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

- Recommended Grade: Semester 1 – grade 11; Semester 2 – grade 10
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II (or concurrent enrollment in Algebra II)
- 2 Credits
- Counts as an elective credit for all diplomas.
- The nature of this course allows for successive semesters of instruction provided progressively advanced proficiencies and content standards are utilized.

Speech

1076

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

Student Publications

1086

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
- Required Prerequisites: none
- Recommended Prerequisites: Teacher recommendation
- 2 Credits: 1 semester course, 1 credit per semester.
- Counts as a directed elective or elective for all diplomas
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.

Creative Writing

1092

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: English 9 or teacher recommendation
- Credits: 1 semester course, 1 credit per semester

Novels

1042

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: English 9 or teacher recommendation
- 1 Credit: 1 Term Course

Etymology

1060

Etymology, a language studies course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (Latin, Greek, Germanic, and Romance Languages). Students analyze meanings of English words by examining roots, prefixes, and suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: 4 credits in English Language Arts
- 1 Credit: 1 Term Course

Poetry

1044

Poetry, a course based on the Indiana Academic Standards for English/Language Arts, is a study of poetic works, the interpretation of poetry, and the variety of structures, devices, and themes that differentiate one type of poetry from another. Students examine a wide variety of major poetic works from the English-speaking world and English translations of important works from the non-English-speaking world. Students analyze the impact of aural devices, such as meter, alliteration, assonance, and rhyme, on the overall interpretation of a poem and how poetry is a form of literary expression that has prevailed through the ages. The course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: English 9 or teacher recommendation
- 1 Credit: 1 Term Course

Short Stories

1046

Short Stories, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the short story, such as being tightly focused narrative fiction. The course may be organized by historical periods, themes, or authors. Students examine short stories with modernist and contemporary themes by a variety of authors from the perspective of audience, purpose, and historical development. Students analyze what distinguishes the short story genre from other literary genres, such as the novels, epics, romances, biographies, etc. The course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: English 9 or teacher recommendation
- 1 Credit: 1 Term Course
- Fulfills an English/Language Arts requirement for all diplomas

Themes in Literature

1048

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: English 9 or teacher recommendation
- 1 Credit: 1 Term Course
- Fulfills an English/Language Arts requirement for all diplomas

Film Literature

1034

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: English 9 or teacher recommendation
- 1 Credit: 1 Term Course
- Fulfills an English/Language Arts requirement for all diplomas

Developmental Reading

1120

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 1 Credit: 1 Term Course
- Counts as an elective for all diplomas

Mathematics

Algebra Enrichment/Algebra 1B

2516

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: None
- 2 semester course, 1 credit per semester
- Algebra I Lab is designed as a support course for Algebra I. As such, a student taking Algebra I Lab will take the course first semester, and will be enrolled in Algebra I during the second semester.

Algebra 1

2520

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 Credits
- Fulfills a Mathematics course requirement 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

Geometry

2532

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
- Fulfills a Mathematics course requirement 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

Year-Long Geometry

2531

YL Geometry is a two-semester course designed to reinforce and elevate the Algebra I and 8th grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra I. This course also emphasizes essentials needed for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I or Integrated Math I teacher based on diagnostic results of performance in Algebra I and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master the state's graduation qualifying exam in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student's needs and content is delivered through competency-based units. Pre- and post-assessment data should be analyzed on a continuous basis to drive instructional design and delivery.

- Recommended Grade: 9, 10
- Required Prerequisites: None
- Recommended Prerequisites: Students who have attempted a complete year of Algebra I
- 2 Credits
- Fulfills a Mathematics course requirements for the General Diploma only or as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma.

College Entrance Prep (Math)

0532

College-Entrance Preparation utilizes individual student score reports from the PSAT, PLAN, and/or ACCUPLACER to prepare students for the SAT, ACT, ACCUPLACER and/or Compass college readiness assessments. Based on student score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placement exams. As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal, successful results. The course may also include college selection and application units, to better prepare students for overall college-readiness. Being “college ready” means being prepared for any post-secondary education or training experience, including readiness for study at two-year and four- year institutions leading to a post-secondary credential (i.e., a certificate, license, Associate’s or Bachelor’s degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

- Recommended Grade: Semester 1 – grade 11; Semester 2 – grade 10
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II (or concurrent enrollment in Algebra II)
- 2 Credits
- Counts as an elective credit for all diplomas.
- The nature of this course allows for successive semesters of instruction provided progressively advanced proficiencies and content standards are utilized.

Algebra II

2522

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 Credits
- Fulfills a Mathematics course requirement for all diplomas
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas

Algebra II Honors

2522

Honors 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. Honors 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 Credits
- Fulfills a Mathematics course requirement for all diplomas
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas

Analytical Algebra II

2524

Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, radical, logarithmic, and other functions. Data analysis, statistics, and probability content should be included throughout the course, as students collect and use univariate and bivariate data to create and interpret mathematical models. Additionally, Analytical Algebra II should focus on the application of mathematics in various disciplines including business, finance, science, career and technical education, and social sciences using technology to model real- world problems with various functions, using and translating between multiple representations. 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. This course is not recommended for students interested in pursuing a STEM degree at a four year institution; this course does not prepare students for Pre-Calculus: Algebra / Precalculus Trigonometry.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: Algebra I
- 2 credits
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas

Prime Math

2595

The PRIME Math course utilizes curriculum developed by the Southern Regional Education Board (SREB), that includes and reinforces the Algebra I, Geometry, Algebra II, and Statistics skills necessary for postsecondary success. This course emphasizes understanding of math concepts rather than just memorizing procedures. PRIME math emphasizes students' reasoning and sense making about procedures (e.g., why to use a certain formula or method to solve a problem). This equips them with higher-order thinking skills in order to apply math skills, functions, and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements at the secondary level, but need additional experiences to enhance their mathematical knowledge before pursuing credit-bearing courses at a postsecondary institution.

In order to offer this course, the instructor must have received training by SREB or IDOE. Additionally, the school and the instructor must commit to teaching the PRIME math curriculum with fidelity.

- Recommended Grade: 12
- Required Prerequisites: Algebra II or Analytical Algebra II
- Recommended Prerequisites: none
- 2 Credits
- Fulfills a Mathematics course requirement for all diplomas

Quantitative Reasoning (Dual Credit)

2550

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real-world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: Algebra II or Integrated Mathematics III or Analytical Algebra II
- 2 Credits
- Fulfills a Mathematics course requirement for all diplomas

Pre-Calculus (Dual Credit)

2564 & 2566

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; 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.

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 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: 9, 10, 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III
- 2 Credits
- Fulfills a Mathematics course requirement for all diplomas

Calculus (Dual Credit)

2527

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

- Recommended Grade: 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: Pre-Calculus: Algebra and Pre-Calculus: Trigonometry
- 2 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas

Science

Environmental Science

3010

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Two credits science coursework
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a science (life) course requirement for all diplomas

Biology I

3024

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
- 2 Credits
- Fulfills the Biology requirement for all diplomas

Integrated Chemistry & Physics

3108

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)
- 2 Credits
- Counts as an elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas

Chemistry I

3064

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)
- 2 Credits
- Fulfills a science (physical) course requirement for all diplomas

Chemistry I Honors

3064

Chemistry I Honors 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 Honors 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)
- 2 Credits
- Fulfills a science (physical) course requirement for all diplomas

Physics I

3084

Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade: 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Algebra I or Algebra II
- 2 Credits
- Counts as an elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a Quantitative Reasoning course

AP Physics

3081

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: AP Physics 1: Algebra-based
- 2 Credits
- Counts as a Science Course for all diplomas
- Qualifies as a quantitative reasoning course

Biology II (Dual Credit)

3026

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Biology I & Chemistry or ICP
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a science course requirement for all diplomas

Social Studies

World History

1548

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
- 2 Credits
- Counts as an elective for all diplomas
- Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas

AP World History

1612

AP World History Modern students investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, economic systems, social interactions and organization, and technology and innovation.

- Recommended Grade: none
- Required Prerequisites: World History
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- 2 Credits
- Fulfills the Geography History of the World/World History and Civilization graduation requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

US History

1542

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
- 2 Credits
- Fulfills the US History requirement for all diplomas

Honors US History

1542

Honors 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 Honors 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
- 2 Credits
- Fulfills the US History requirement for all diplomas

US Government (Dual Credit Option)

1540

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. Analysis of how the United States interacts with other nations and the government's role in world affairs is included in this course. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, 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
- 1 Credits
- Fulfills Government requirement for all diplomas
- SEA 398 (Spring 2020) states that schools will be required to issue the naturalization test, report results, and post test data results starting in November

Economics (Dual Credit Option)

1514

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
- 1 Credit
- 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
- Qualifies as a quantitative reasoning course *(NOTE: Economics will no longer be considered a quantitative reasoning course beginning with the 2025 cohort.)*
- Fulfills a Social Studies requirement for the General Diploma only

Indiana Studies

1518

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

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- 1 Credit (1 Term)
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma
- Must be offered at least once per school year

Ethnic Studies

1516

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

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- 1 Credit (1 Term)
- Counts as an elective for all diplomas

Technology Education

Intro to Engineering (PLTW)

4802

Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students begin with completing structured activities and move to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented. NOTE: This course aligns with the PLTW Introduction to Engineering Design curriculum. Use of the PLTW curriculum may require additional training and membership in the PLTW network.

- Recommended Grade: 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Principles of Engineering (PLTW)

5644

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

- Recommended Grade: 10, 11
- Required Prerequisites: Introduction to Engineering Design
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Fulfills a science course requirement for all diplomas
- Qualifies as a quantitative reasoning course

Engineering Design and Development (PLTW)

5698

Engineering Design and Development is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team and/or individual(s)communicates their solution to a panel of stakeholders at the conclusion of the course. As the capstone course in the Engineering Pathway, EDD engages students in critical thinking, problem-solving, time management, and teamwork skills. NOTE: This course aligns with the PLTW Engineering Design and Development curriculum. Use of the PLTW curriculum may require additional training and membership in the PLTW network.

- Recommended Grade: 12
- Required Prerequisites: Introduction to Engineering Design; Principles of Engineering Design;

and one pre-engineering specialty course

- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Qualifies as a quantitative reasoning course

Drafting I/AutoCAD

5640

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Drafting II

5652

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

- Recommended Grade: 12
- Required Prerequisites: Drafting I
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course

Manufacturing

4784

Introduction to Manufacturing is a course that specializes in how people use modern manufacturing systems through an introduction to manufacturing technology and its relationship to society, individuals, and the environment. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Students will apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students will investigate the properties of engineered materials such as: metallics, polymers, ceramics, and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling.

- Recommended Grade: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Qualifies as a quantitative reasoning course
- This course will be deactivated after the 2021-2022 school year.

Transportation

4798

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

- Recommended Grade: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Construction

4792

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

- Recommended Grade: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Cross-Areas

Work Based Learning Capstone

5974

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

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

Career Exploration Internship

0530

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Preparing for College and Careers; Career Information and Exploration
- Credits: 1 semester course, 1-3 credits per semester, 6 credits maximum
- A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least
- Counts as a directed elective or elective for all diplomas
- Note: This course is exploratory in nature and, as such, does not qualify for reimbursement under the career and technical education funding formula.

Peer Tutoring

0520

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Counts as an elective for all diplomas

Cadet Teaching Experience

0502

This elective course provides students in 12th grade an organized exploratory
teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should
be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 1 Credit
- Counts as a directed elective or elective for all diplomas

Area 18 CTE Programs

Bluffton

Computer Science I

4801

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Computer Science
- 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

Computer Science II

5236

Computer Science II explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. 67 Indiana Department of Education High School Course Titles and Descriptions 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
- 2 Credits
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a science course requirement for all diplomas
- Qualifies as a quantitative reasoning course

Health Science Education I (Dual Credit)

5282

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: none

- 2 Credits
- Counts as a directed elective or elective for all diplomas

Health Science Education II - Medical Terminology (Dual Credit)

5274

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: Health Science Education 1
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Culinary Arts I (Dual Credit)

5440

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

- Recommended Grade: 11,12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Culinary Arts II (Dual Credit)

5346

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

Articulation with post-secondary programs is encouraged.

- Recommended Grade: 12
- Required Prerequisites: Culinary Arts and Hospitality I
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Welding I (Dual Credit)

5776

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Welding II (Dual Credit)

5778

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

- Recommended Grade: 12
- Required Prerequisites: Welding Technology I
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Criminal Justice I

5822

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
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Criminal Justice II

5824

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Criminal Justice I
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Radio/TV Broadcasting

5986

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

- Recommended Grade: 11,12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Communications
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Telecommunications

4790

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

- Recommended Grade: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Automotive Service Tech I

5510

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
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Automotive Service Tech II

5546

Automotive Services Technology II is a one year course that encompasses the sub topics of the NATEF/ASE identified areas of Electrical Systems and Engine Performance. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions /differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one-year offering must meet the NATEF program certifications for the two primary areas offered in this course. Mathematical skills will be reinforced through precision measuring activities and cost estimation/calculation activities.

Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

- Recommended Grade: 12
- Required Prerequisites: Automotive Services Technology I
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Computer Science I

4801

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Computer Science
- 2 Credits
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a science course requirement for all diplomas
- Qualifies as a quantitative reasoning course

Computer Science II

5236

Computer Science II explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. 67 Indiana Department of Education High School Course Titles and Descriptions 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
- 2 Credits
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a science course requirement for all diplomas
- Qualifies as a quantitative reasoning course

Precision Machining I

5782

Precision Machining I provides students with a basic understanding of the precision machining processes used in industry, manufacturing, maintenance, and repair. The course instructs the student in industrial safety, terminology, tools and machine tools, measurement, and layout. Students will become familiar with the setup and operation of power saws, drill presses, lathes, milling machines, grinders, and an introduction to CNC (computer numerically controlled) machines

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Advanced Manufacturing
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Qualifies as a quantitative reasoning course

Precision Machining II

5784

Precision Machining II is a more in-depth study of skills learned in Precision Machining I, with a stronger focus in CNC setup/operation/programming. Classroom activities will concentrate on precision set-up and inspection work as well as machine shop calculations. Students will develop skills in advanced machining and measuring parts involving tighter tolerances and more complex geometry. A continued focus on safety will also be included.

- Recommended Grade: 12
- Required Prerequisites: Precision Machining I
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Qualifies as a quantitative reasoning course

Fire & Rescue I

5820

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Interpersonal Relationships
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Fire & Rescue II

5826

Fire and Rescue II builds on skills learned in Fire and Rescue I. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, and (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum.

- Recommended Grade: 12
- Required Prerequisites: Fire and Rescue I
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Adv. Manufacturing I

5608

Advanced Manufacturing I is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Domains include safety and impact, electricity, manufacturing essentials, fluid power principles, mechanical principles, lean manufacturing, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students take this course with the goal of being a skilled machine operator, repair technician, or working in management at any company that produces goods and services using advanced manufacturing techniques. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Advanced Manufacturing
- 2 Credits
- Counts as a Directed Elective or Elective for all diplomas

Agriculture I

5056

Introduction to Agriculture, Food and Natural Resources is a two semester course that is highly recommended as a prerequisite to and as a foundation for all other agricultural classes. Through hands- on learning activities, students are encouraged to investigate areas of agriculture. Students are introduced to the following areas of agriculture: animal science, plant and soil science, food science, horticultural science, agricultural business management, natural resources, agriculture power, structure, and technology, careers in agriculture, leadership, and supervised agricultural experience. An activity and project-based approach is used along with team building to enhance the effectiveness of the student learning activities.

- Recommended Grade: 10-12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas

Construction Trades

4830

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Construction
- 2 Credits
- Counts as a directed elective or elective for all diplomas

HVAC I

5496

Construction Technology: HVAC I includes classroom and laboratory experiences focused on heat generation, ventilation, and cooling/refrigeration systems. This course introduces scientific and mathematical principles applicable in the installation, operation, and maintenance of HVAC systems. Types of units, parts, basic controls, functions, and applications will be covered. Additional topics include tool and meter use, temperature measurement, heat flow, the combustion process, and pipe installation practices. This course also emphasizes health, safety, and welfare standards/codes as mandated by professional and governmental agencies.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Construction
- 2 Credits
- Counts as a directed elective or elective for all diplomas

HVAC II

5498

Construction Technology: HVAC II builds on concepts introduced in HVAC I. This course will emphasize reading blueprints and other technical documents, as well as troubleshooting common mechanical and electrical problems encountered when servicing HVAC systems. Additional topics include combustion testing, venting and air requirements, electrical control systems, and electrical motor basics. Students will hone their science and math skills in HVAC system installation, maintenance, or repair projects.

- Recommended Grade: 12
- Required Prerequisites: Construction Trades: HVAC I
- Recommended Prerequisites: none
- 2 Credits
- Counts as a directed elective or elective for all diplomas
- Qualifies as a quantitative reasoning course

Cosmetology I

5802

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. Classes are taken through Creations Beauty School.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Interpersonal Relationships
- 2 Credits
- Counts as directed elective or elective for all diplomas

Cosmetology II

5806

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. Classes are taken through Creations Beauty School.

- 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