CRAWFORDSVILLE HIGH SCHOOL

CAREER PLANNING and CURRICULUM GUIDE

2022-2023

To all Crawfordsville High School Students, Parents and Guardians:

This curriculum guide has been prepared to assist you in making the best choices possible concerning your course selection and educational planning at Crawfordsville High School. You should read the guide in its entirety to learn about graduation requirements, types of diplomas which are available, course descriptions, placement in the different level courses, credits for courses, length of the course, prerequisites and recommendations.

Many resources are available to assist you in determining which courses are appropriate for students at CHS. As you begin the process of planning your courses for next year, we encourage you to utilize those resources in order to obtain the greatest benefit from this important time in your life.

To help with the planning process we encourage parents and students to have discussions at home about career goals, interests and skills. The faculty of CHS, administrators, and counselors can assist you by providing opinions and data. The counseling center will provide group sessions for disseminating information. They will also schedule individual planning sessions as needed to further facilitate your decision making process.

We all recognize that parents, counselors, and teachers play a tremendously important role in guiding the course selection process. The primary responsibility, however, rests with **the student** as they establish goals and plans for their future.

Please consider the following when planning for the 2022-2023 school year.

Plan ahead. Know the graduation requirements. Use the enclosed 4-year planning worksheet (page 14) to help plan course selections.

Remain current in regards to college or vocational entrance requirements. Students with a career/vocational goal in mind are more successful than those students who plan without a goal. If you are in doubt about credits for graduation, colleges, or vocational plans, see your school counselor.

Current grade 9-11 students will meet individually with counselors to go over their next year's course selection and update their 4-year plan.

Current eighth grade students will be working with high school counselors to work through their course selections. Parents are encouraged to attend the **8th Grade Parent Night on Thursday, January 27, 2022 at 6:00 PM in the CHS Auditorium.**

Principal……..	**Jay Strickland**
Assistant Principal……	**Mark A. Melton**
Director of Student Services……..……	**Sarah Newton**
Counselor……	**Madison Smith**

Department Chairpersons

Art……..	**Mrs. Ajayi**
Business, Marketing & Information Technology….	**Mr. Pierce**
Engineering & Technology Education…….	
Family & Consumer Sciences……	**Mrs. Totheroh**
Language Arts……	**Ms. Bryant**
Mathematics……	**Ms. Shultz**
Music……..	**Mrs. Swick**
Physical Education……	**Mr. Motz**
Science……..	**Mrs. Veatch**
Social Studies……..	**Mr. Ervin**
Special Education……..	**Mrs. Plunkett**
World Language……	**Mrs. Neville**

CHS uses a 4.0 grading scale to compute GPA and class rank which is calculated at the end of each semester. Students who are in AP classes are on a 4.0 weighted grading scale. Students who are in a yearlong AP class MUST complete the entire year in order to receive the weighted grade. If a student drops an AP class after the 1st semester then that 1st semester grade will not be weighted.

Indiana GRADUATION PATHWAYS

OVERVIEW:

Required for the class of 2023 and beyond

Students must meet:

Diploma Requirements
Learn & Demonstrate:
-Employability Skills
-Postsecondary-Ready Competencies

DIPLOMA

Earn *one* of the diploma designations….

Core 40
Academic Honors
Technical Honors
General * opt-out required

Learn & Demonstrate

Employability Skills

Complete *at least* one of these experiences:

Project-Based Experience
*allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question.

Service-Based Experience
*integrates academic study with service experience reflects larger social, economic and societal issues and collaborative efforts between students, schools, and community partners.

Work-Based Experience
*activities that occur in a workplace while developing the students skills, knowledge, and readiness for work.

Students will be required to verify each experience.

IMPLEMENTATION:

Tracking:

- Student's transcript with competed courses and diploma designation
- A Student's product
- Exam scores, certificates or course list

Student Work Options:

Portfolios	Videos
Projects	Papers
Slideshows	Resume
Presentations	Dual Credit
Five Year Goal Plan	Certifications

Reflection of Experience
Letters of Recommendation
Letter of Employment Verification
Postsecondary-related Experiences

POSTSECONDARY-READINESS COMPETENCIES

Meet at *least one* of these competencies:

Honors Diploma
*academic or technical

SAT
*reading/writing=480, math=530

ACT
*English=18, reading=22, math=22, science=23 (2 out of 4 needed with at least one in English/Reading and one in Math/Science)

ASVAB
*Minimum of 31

Industry Certification
*Certification from approved DWD list

Apprenticeship
*Federally recognized

CTE Concentrator
* C average or higher in 2 concentrators

Locally Created Pathway
*approved by SBOE

Waiver
*see web link below

https://www.doe.in.gov/graduation-pathways

Your Academic Edge
Succeeding with Core 40

1. Core 40 became Indiana's required high school curriculum in fall 2007. Students will be expected to complete Core 40 as a graduation requirement. By providing all Indiana students a balanced sequence of academically rigorous high school courses in the core subjects of English/language arts, mathematics, science and social studies; physical education/health and wellness; and electives including world languages, career/technical, and fine arts, the Core 40 requirement gives all our students the opportunity to compete with the best. That's great news for Indiana students.

2. Indiana's Core 40 is the academic foundation all students need to succeed in college, apprenticeship programs, military training, and the workforce.

Challenging Courses = Big Rewards. Students who take strong academic courses in high school are more likely to enroll in college and earn a degree. That's important, because higher education pays: On average, college graduates earn more than a million dollars more over a lifetime than those with only a high school education. High school graduates earn 42 percent more than high school dropouts. Core 40 pays.

- **More Career Options.** Good jobs require education beyond high school. That means if you want a job that will support you and your future family, provide health benefits and offer a chance for advancement, you'll need to complete a two- or four-year degree, apprenticeship program, military training, or workforce certification. If you are planning to go directly to work after high school graduation, you will still need to be prepared for training and retooling throughout your lifetime. Core 40 gives you more options – and more opportunities – to find a career with a real future.

- **What Employers and Training Programs Want.** Employers, apprenticeship programs and the military all agree – they expect you to arrive with essential skills, including speaking and writing clearly, analyzing information, conducting research, and solving complex problems. The expectations are the same: You need Core 40.

- **Preparation for College Success.** It's not just about getting in – it's about finishing. To succeed in college-level work, students need to complete Core 40 in high school. Anything less may mean taking remedial [high school] coursework in college, which means it will take longer to finish and will cost more in college tuition. It also means you'll have a greater chance of dropping out before you get your degree. That's why Core 40 is a college admissions requirement: In fall 2011 you won't be able to start at a four-year public Indiana college without Core 40 [or a documented equivalent]. Most private colleges require students to have at least this level of high school academic preparation. Core 40 is your best preparation for success.

- **Money for College.** The Core 40 diploma can help you earn money for college. Indiana students who complete a Core 40 diploma and meet other financial aid and grade requirements can receive up to 90 percent of approved tuition and fees at eligible colleges. Core 40 with Academic Honors graduates can receive up to 100 percent and some colleges also offer their own scholarships specifically for students who earn this diploma.

Crawfordsville High School seeks to offer credit programs and courses and to provide admission and counseling for all high school students, regardless of race, color, creed, religion, sex, national origin, physical or mental handicap, or age including limited English proficiency.

REQUIREMENTS FOR GRADUATION

Required **40 Total State Credits** **43 Crawfordsville High School Credits**

Additional Information

1. Students pursuing a college preparatory course should select academic English courses. In addition, you should earn minimum credits from the following areas: English (8), Foreign Language (4), Mathematics (6), Science (6) and Social Studies (6). The guidance counselor can help you to obtain requirements from specific colleges.
2. Students who wish to graduate early must declare their intention in writing prior to scheduling their senior courses. Parent permission and school approval will be required.
3. Curriculum plans are to be made for both the first and second semesters. Plan carefully as changes are discouraged and often impossible.
4. Course change policy:
   Students may not add courses to their schedules after the first two days of the semester. Any course change must have a "Schedule Change Request Form" signed by parent or a "Course Level Review Request Form" signed by parent and teacher. Students must see the counselor to add courses prior to the first day of second semester.
5. Students may carry a maximum of 1 study hall.
6. Any incomplete must be made up within the nine week period following the absence. After the succeeding 9 week period, an incomplete will be changed to a failure.
7. Grade classification is based upon credits earned.
   Classification by grades is as follows:
   Freshmen = 0-8; Sophomore = 9-18; Junior = 19-29; Senior = 30+ credits

The Frank O'Bannon Award
(Indiana Academic Honors/Core 40 Grant Premium)

A premium grant award has been approved for Indiana students who qualify for state student assistance grants and who prepare well for college. Currently, students who meet eligibility criteria may qualify for up to 80% approved tuition (less a student or family contribution based upon ability to pay) to an eligible Indiana college or university. This is awarded as a State Student Assistance Commission of Indiana (SSACI) grant based on financial need calculated from the federal needs assessment mechanism available through the Free Application for Federal Student Aid (FAFSA).

Eligible students, who graduate from an Indiana secondary school, having met prescribed Core 40 requirements and with a cumulative grade point average of at least 2.0/4.0, may qualify for a SSACI grant premium at 80% of demonstrated need for tuition and mandatory fees.

Indiana High School Graduation Requirements and SSACI Grant Incentives

Regular /General Diploma	Core 40	Core 40 with Technical Honors	Core 40 with Academic Honors
SSACI Award			
80% Tuition less EFC/PC	80% Tuition less EFC/PC	100% Tuition less EFC/PC	100% Tuition less EFC/PC

Indiana Department of Education
High School Diploma Requirements

Mathematics Requirements

- The State Board set the expectations that all students earning a diploma (i.e., any student except for a certificate of completion students) have access to completing ***Algebra I*** by the end of their freshman year. To support this, ***Pre-Algebra*** is no longer a high school course and has been replaced by ***Algebra Enrichment 1 Lab*** same academic year as ***Algebra I.***
- Students earning a Core 40 Diploma, Core 40 with Academic Honors, or Core 40 with Technical Honors must earn six (6) credits in Mathematics in Grades 9-12.

Quantitative Reasoning Courses

- The State Board created a new category of courses called "Quantitative Reasoning" courses. These are existing courses that help advance a student's ability to apply mathematics in real-world situations and contexts. A proposed list of these courses can be found on the second page of the State Board memo.
- General diploma students will be required to earn two (2) credits in a Mathematics course **OR** a Quantitative Reasoning course during their junior or senior year.
- Core 40, Academic Honors, and Technical Honors students will be required to be enrolled in a Mathematics course **OR** a Quantitative Reasoning course each year they are in high school.

Core 40 with Academic Honors Diploma

- If a student chooses to use the SAT option to fulfill the Academic Honors requirements, the score must include the written section of the test. A student must achieve a composite score of 1750 and no less than 530 on each section.
- If a student chooses to use the ACT option to fulfill the Academic Honors requirements, the student must complete the written portion of the ACT.

Core 40 with Technical Honors Diploma

- To be eligible for a Technical Honors diploma, the student must earn six (6) credits in a college and career pathway. This replaces the previous requirement of eight to ten (8-10) credits in a career-technical program.
- The additional requirements now mirror the Academic Honors requirements but include options for fulfilling the Technical Honors diploma. In addition to earning a minimum score on Knowledge Assessment, a student now has the option of demonstrating proficiency by (1) earning a minimum score on Accuplacer; or (2) earning a minimum score on Compass.

Dual Credit

- Courses counting as "Dual Credit" under the Academic Honors or Technical Honors diplomas must be *verifiable* and from the priority Course list set forth by the Commission for Higher Education.
- *Verifiable* means a school must receive notification from a postsecondary institution that the student has been awarded college credit for that course.
- There are two subsections that comprise the priority Course list: (1) Liberal Arts and (2) Career and Technical Education. Both lists are in the final stages of development. Once available, these lists will be made available to the Commission of High Education website (www.che.in.gov) and on the Learning Connection in the Dual Credit Community.

Dual Credit Opportunities

A student must achieve an equivalent of a 2.0 on a 4.0 unweighted grading scale, as established by the eligible institution, in order for the student to receive postsecondary credit [for a course taught in the high school setting].

******* Students must request a transcript [from Ivy Tech or Vincennes] after graduation to submit to the college they plan on attending in order to receive their dual credit.**

Crawfordsville HS Requirement	Ivy Tech / IU / Vincennes Course	Prior to Enrollment Testing
Advanced Composition (1098)	ENGL 111 – English Composition	Accuplacer Reading 76/Sentence Skills 80 PSAT (2015) Reading 25/ Writing 26 SAT Critical Reading 460 / Writing 460 ACT Reading 18 /English 17, IDOF Accuplacer, Reading 69 / Writing 4
Anatomy and Physiology (5276)	APHY101- Anatomy and Physiology	Accuplacer Reading 76/Sentence Skills 80 Math 40 Elem. Alg. PSAT Math 24.5/Reading 25/ Writing 26 SAT Math 500/ Reading 25 / Writing 27 ACT Math18/ Reading 18 /English 17
Auto Service Tech I (5510) Ivy Tech	AUTI 100 – Basic Auto Service AUTI - 121 -- Brake Systems	None
Auto Service Tech II (5546) Ivy Tech	AUTI - 111 – Electrical I AUTI - 141 -- Engine Repair	None
Criminal Justice I (5822) (Law Enforcement) Ivy Tech	CRIM 101 – Intro to Criminal Justice System CRIM 105 – Intro to Criminology	Accuplacer Reading 76 / Sentence Skills 80 PSAT (2015) Reading 25/ Writing 26 SAT Critical Reading 460 / Writing 460 ACT English 18 / Writing 17 IDOE Accuplacer Reading 69 / Writing 4
Criminal Justice II (5824) (Law Enforcement) Ivy Tech	CRIM 111-- Intro to Traffic Enforcement CRIM 113-- Criminal Investigation	Must have completed CRIM 101
Fire & Rescue I (5820) Ivy Tech	HSPS 106 --Fire Suppression HSPS 121- Hazmat Awareness & Operations HSPS 165 -- Firefighter I HSPS 167- Fire Fighter II	None
Fire & Rescue II (5826)	PARM 102- EMT Basic Training HSPS125- Emergency Medical Responder	None
Health Science Ed. (5282) Ivy Tech	HLHS 100 – Intro to Health Careers	None

Health Science Ed. II: Nursing (5284)	**HLHS 113- Dementia Care** **HLHS 107- CAN Preparation**	**None**
Medical Terminology (5274) **Ivy Tech**	**HLHS 101 – Medical Terminology**	**Accuplacer Reading 76 /Sentence Skills 80** **PSAT (2015) Reading 25/ Writing 26** **SAT Critical Reading 46 / Writing 46** **ACT Reading 18 / English 17** **IDOE Accuplacer Reading 69 / Writing 4**
Radio & Television I (5986) **Vincennes only**	**BCST 102- Intro to Audio-Video Production** **BCST 120- Audio Products** **BCST 140-Video Production I (Studio Production)**	**None**
Radio & Television II (5992)	**BCST 260- Video Editing and Post-Production**	**None**
Spanish III (2124) **Ivy Tech**	**SPAN 101 -- Spanish Level I** **SPAN 102 --Spanish Level II**	**Accuplacer Reading 76 /Sentence Skills 80** **PSAT (2015) Reading 25/ Writing 26** **SAT Critical Reading 460 / Writing 460** **ACT Reading 18 /English 17** **IDOE Accuplacer Reading 69 / Writing 4**

- **For the Core 40, Academic Honors (AHD), and Technical Honors (THD) diplomas, students must take a mathematics course or a quantitative reasoning course each year they are enrolled in high school.**
- **For the General Diploma, students must earn two credits in a mathematics course or a quantitative reasoning course during their junior or senior year.**
- **A quantitative reasoning course is a high school course that "advances a student's ability to apply mathematics in real world situations and contexts" and that "deepens a student's understanding of high school mathematics standards."**

Listed below are the Quantitative Reasoning Courses that CHS offers. (The Indiana Department of Education will provide an annual review to determine the high school courses that meet the criteria).

Advanced Placement
Biology, AP (3020)
Calculus AB, AP (2562)
Calculus BC, AP (2572)
Chemistry, AP (3060)
Environmental Science AP (3012)
Statistics, AP (2570)

Business
Personal Financial Responsibility (4540)

Science
Chemistry I (3064)
Integrated Chemistry – Physics (3108)
Physics I (3084)

Social Studies
Economics (1514)
AP Microeconomics (1566)

Trade and Industrial
Precision Machining I (5782)
Precision Machining II (5784)

Indiana Certificate of Completion

Course of Study

Effective with the students who enter high school in 2018-19 school year (Class of 2022) -The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP).

English/Language Arts	**8 credits/applied units**
	Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	**4 credits/applied units**
	Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Student must take a math or applied math course each year in high school.
Science	**4 credits/applied units**
	Including a balance of physical, earth/nature, life, engineering and technology
Social Studies	**4 credits/applied units**
	Including a balance of history, civics and government, geography, economics
Physical Education	**2 credits/applied units**
Health & Wellness	**1 credit/applied unit**
Employability	**10 credits/applied units**
	Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, introduction to post-secondary options
	Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy
Electives	**7 credits/applied units**

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

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

Assumptions:

1) High Expectations for all students are a shared responsibility.

2) General Education courses are accessed whenever appropriate to fulfill the Certificate of Completion course of study.

3) Students' IEP goals are aligned with grade level standards/content connectors that drive curriculum and instruction.

4) Communication skills, reading skills, and problem solving skills are integrated into all courses.

5) Courses can be repeated with new goals if appropriate; more than four years may be needed for completion.

6) All courses are driven by the Transition IEP and individual goals of each student

The completion of Core 40 is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

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

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

English/Language Arts	**8 credits**
	Credits must include literature, composition and speech
Mathematics	**4 credits**
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course ***General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.***
Science	**4 credits**
	2 credits: Biology I 2 credits: Any science course ***At least one credit must be from a Physical Science or Earth and Space Science course***
Social Studies	**4 credits**
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	**2 credits**
Health and Wellness	**1 credit**
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	**6 credits**
Flex Credit	**5 credits**
	Flex Credits must come from one of the following: ● Additional elective courses in a College and Career Pathway ● Courses involving workplace learning such as Cooperative Education or Internship courses ● High school/college dual credit courses ● Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	**6 credits** Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.
43 Total Credits Required	**(Schools may have additional local graduation requirements that apply to all students)**

INDIANA

CORE 40

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

CHS has already included the additional graduation requirements that apply to all students in this form

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

CORE 40 with Academic Honors *(minimum 47 credits)*

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C-" or better in courses that will count toward the diploma.
- Have a grade point average of 3.0 or better.
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit course list. http://www.doe.in.gov/ccr/course-titles-and-descriptions
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcripted college credits from the priority course list,
    2. 2 credits in AP courses and corresponding AP exams,
  - D. Earn a combined score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.
  - E. Earn an ACT composite score of 26 or higher and complete written section

CORE 40 with Technical Honors *(minimum 47 credits)*

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

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. State approved industry-based certification or credential, or
  2. Pathway dual credits from approved dual credit lists resulting in 6 transcripted college credits.
- Earn a grade of "C-" or better in courses that will count toward the diploma.
- Have a grade point average of a 3.0 or better.
- Complete one of the following,
  - A. Any one of the options (A - E) of the Core 40 with Academic Honors
  - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.

CURRICULUM PLANNING GUIDE

Four Year Program

Name Class of:

Diploma Type:

_____ Core 40 with Technical Honors _____ Core 40

_____ Core 40 with Academic Honors _____ General

Freshman

1. English _____
2. Math _____
3. Science _____
4. Social Studies or another Elective _____
5. PE 1/PE 2 (all year)
6. _____
7. _____

Sophomore

1. English _____
2. Math _____
3. Science_____
4. Social Studies or another Elective
5. Health (1 semester)/Elective _____
6. _____
7. _____

Junior

1. English _____
2. U.S. History .
3. Math or Quantitative Reasoning Course _____
4. _____
5. _____
6. _____
7. _____

Senior

1. English _____
2. Government/Economics
3. Math or Quantitative Reasoning Course_____
4. _____
5 ._____
6. _____
7. _____

TABLE OF CONTENTS

ART DEPARTMENT/ FINE ARTS

In order to provide a quality education for every child in Indiana, it is important to provide for all aspects of human growth. This includes artistic, expressive, and cultural, as well as intellectual, emotional, physical and social development. The arts are essential in education for they provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other disciplines. Literacy in the arts enhances a person's ability to participate in society by developing creative problem solving, inquiry, and communication skill, and by providing an avenue for self-expression and multiple points of view. For these reasons, a curriculum in each of the fine arts should be available to all students so that they may become self-directed toward lifelong learning in the arts.

The ultimate goal of the fine arts curriculum is to promote lifelong participation in the arts by developing skilled creators, performers, critics, listeners, and observers of the arts. Students can use the arts as a means of (1) self-expression and communication, (2) develop critical thinking skills, (3) self-knowledge and understanding of the world around them, and (4) increase awareness of the artistic heritage of other cultures, as well as their own.

Students who are proficient in the fine arts grow in their ability to think and learn independently. Their view of the world expands as creative avenues to expression and understanding are developed. Ultimately, the entire community benefits through the creativity, vision, and empathy fostered in the fine arts.

In order for this to happen, students must be immersed in opportunities to learn about the arts, perform and create in one or more of the art forms, and learn to analyze and critique the arts. The goals for students in K-12 (or Crawfordsville Community School Corporation) are to enable each student to do the following:

- Value the arts
- Develop one's artistic skills
- Become confident in one's artistic abilities
- Become creative problem solvers
- Communicate through the arts
- Communicate about the arts
- Exhibit knowledge of the historical and cultural diversity of the arts; and
- Exhibit knowledge of criticism and aesthetics in the arts

Ceramics (4040A) **(10,11,12)** **1 semester, 1 credit**

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

Required Prerequisite: None
Recommended Prerequisite: Intro to Art 2D & 3D

Ceramics II (4040B) **(10,11,12)** **1 semester, 1 credit**

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

Required Prerequisite: Ceramics I

Digital Design (4082) **(10, 11,12)** **1 semester, 1credit**

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, computer animation, and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Required Prerequisite: None
Recommended Prerequisite: Intro to Art 2D

Drawing I (4060) **(10,11,12)** **1 semester, 1 credit**

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

Required Prerequisite: None
Recommended Prerequisite: Intro to Art 2D

Drawing II (4060) **(10,11,12)** **1 semester, 1 credit**

This course builds on Drawing I. Additional materials and techniques will be used. Color will be introduced in drawings. Emphasis will be placed on the student searching for meaning, significance and direction in their work. Use of organizational principles to solve visual problems will be explored. A working vocabulary of drawing techniques will be expanded from Drawing I. The work of contemporary and historical artists and art periods will be studied. Students will learn how to use symbolism in their studio work. There will be written assignments and analyses as in Drawing I. Art history, aesthetics, and art criticism will be included. Students should be willing to experiment with different media, techniques and subject matter**.** In addition, students: (a) create works of art, (b) reflect on the outcome of their studio experiences by making historical connections, writing about the process, and making presentations of their work, (c) work individually and in groups, (d) find correlations to other disciplines, (e) explore career options, (f) identify ways to utilize and support art museums, galleries, studios, and community resources**.**

Required Prerequisite: Drawing I

Introduction to 2 Dimensional Art (4000) **(9,10,11,12)** **1 semester, 1 credit**

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

Required Prerequisite: None

Introduction to 3 Dimensional Art (4002) **(9,10,11,12)** **1 semester, 1 credit**

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

Prerequisite: None

Recommended Prerequisite: Intro to Art 2D

Jewelry (4042) **(10,11,12)** **1 semester, 1credit**

Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry 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 jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. 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

Required Prerequisite: None

Recommended Prerequisite: Intro to Art 2D & 3D

Jewelry II (4042) **(10,11,12)** **1 semester, 1 credit**

Jewelry II is designed to offer a continued education of jewelry and an in depth study of three-dimensional metal design. Students will discuss, create, and fabricate jewelry or other body adornment pieces to illustrate how historical and contemporary relationships blend with the technology of today and traditions of the past. Projects will be executed in copper, brass, nu-gold, and mixed media. Items created are to be hand-fabricated. Students should be willing to demonstrate a sincere desire to explore a variety of ideas, techniques, processes, problem solving skills, as well as extensive design experimentation. Emphasis is placed on safety, and proper technique in addition to quality workmanship. Various metals, media, and techniques will be explored including surface embellishment, forming, coloring and texturing metal, roller embossing, cold joining, movable parts, casting, inlay, resin, and incorporating found objects into personal work**.** Students in Jewelry II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. (a) Students create works of art, (b) reflect on the outcome of their studio experiences by making historical connections, writing about the process, and making presentations of their work, (c) work individually and in groups, (d) find correlations to other disciplines, (e) explore career options, (f) identify ways to utilize and support art museums, galleries, studios, and community resources**.**

Required Prerequisite: Jewelry I

Recommended Prerequisite: Intro to 2D & 3D Art

Painting (4064) **(10,11,12)** **1 semester 1 credit**

Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art related careers. **Required Prerequisite:** None

Recommended Prerequisite: Intro to 2D & 3D Art

Photography I (4062) **(10,11,12)** **1 semester, 1 credit**

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

***Students must provide their own digital camera. There are no cameras to rent.**

Required Prerequisite: None
Recommended Prerequisite: Intro to 2D & 3D Art

Photography II (4062) **(10,11,12)** **1 semester, 1 credit**

Photo II is a continuation of the study of photography. This course is designed for the student who wishes to expand his/her knowledge and experience in black and white photography, digital image making and editing. The course will concentrate on film and digital photography, dark room skills, advanced application, printing techniques, increased compositional understanding, and communicating with an audience through their photography. Students will explore a variety of photographic techniques and manipulations using traditional and digital equipment. Class work will include the appreciation and exploration of historical and contemporary photography as well as art criticism and aesthetics. Students should demonstrate a sincere desire to explore ideas and willingness to solve visual problems.

Students in Photography II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. (a) Students create works of art (b) reflect on the outcome of their studio experiences by making historical connections, writing about the process, and making presentations of their work, (c) work individually and in groups, (d) find correlations to other disciplines, (e) explore career options, (f) identify ways to utilize and support art museums, galleries, studios, and community resources. ***Students must provide their own digital camera. There are no cameras to rent.**

Required Prerequisite: Photography I

Photography III (4062) **(11,12)** **1 semester, 1 credit**

Photography III is an in-depth study of traditional photography and digital imagery. Students create images incorporating a variety of film-based and non-film processes. They will use single lens reflex cameras and digital cameras, computer editing programs (Photoshop CS), darkroom equipment, digital software, scanners and printers. This class will introduce students to additional dark room practices and manipulation for special effects including, combination printing, night photography, and high speed film use. Students will search for meaning, significance, and direction in their work using art/photographic history, art criticism and aesthetics. Students are encouraged to evaluate subject matter, symbols, and ideas that communicate intended meaning in their artwork and solve specific visual and photographic problems. An image portfolio and written artist statement is required at the end of the semester.

*Students in Photography III engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works.(a) Students create works of art (b) reflect on the outcome of their studio experiences by making historical connections, writing about the process, and making presentations of their work, (c) work individually and in groups, (d) find correlations to other disciplines, (e) explore career options, (f) identify ways to utilize and support art museums, galleries, studios, and community resources.

***Students must provide their own digital camera. There are no cameras to rent.**

Required Prerequisite: Photography II

Photography IV (4062) **(11,12)** **1 semester, 1 credit**

Photography IV is intended for the highly motivated student seriously interested in the concepts, theories, and aesthetics of photography. This class is a combination of traditional and digital imaging processes. Focus is on the use of digital and traditional media arts as an extension of the creative mind. Emphasis is placed on critical thinking skills involving relationships between context, form, and function in historical and contemporary photography. Students should be willing to explore a variety of ideas, techniques, processes, and problem solving criteria working toward individual direction and personal expression in the photographic medium. Students will write about photographic connections and processes and make presentations. An image portfolio and written artist statement is required at the end of the semester.

*Students in Photography IV engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. (a) Students create works of art, (b) reflect on the outcome of their studio experiences by making historical connections, writing about the process, and making presentations of their work, (c) work individually and in groups, (d) find correlations to other disciplines, (e) explore career options, (f) identify ways to utilize and support art museums, galleries, studios, and community resources.***Students must provide their own digital camera. There are no cameras to rent.**

Required Prerequisite: Photography III

Printmaking 1 (4066) **(10, 11, 12)** **1 semester, 1 credit**

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

Required Prerequisite: None
Recommended Prerequisite: Intro to 2D Art

Printmaking 2 (4066B) **(10,11,12)** **1 semester, 1 credit**

Printmaking is a course based on the Indiana Academic Standards for Visual Art. Students in printmaking engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production to meet both the Art Standards and the creation of portfolio works. Students apply media, techniques, and processes with sufficient skill to communicate intended meaning. They create prints using a variety of print media such as linocut, silkscreen photo, and intaglio. Students learn to reflect upon their work and refine it. Students research imagery both cultural and historical. Students also begin to analyze their work in terms of the Arts and Principles of Art as well as interpret, theorize, and make informed judgments about art work. Efforts are made to relate art to other disciplines and find ways to integrate these together. Students also are encouraged to incorporate literacy and presentational skills through researching and presenting an artist. Students are also introduced to the resources of museums, galleries, studios and careers in art. **Required Prerequisite:** Printmaking 1

Sculpture (4044) **(10, 11, 12)** **1 semester, 1 credit**

This course provides an introduction to three dimensional designs. Students will create realistic, abstract and non-objective sculptures utilizing subtractive and additive techniques of carving, modeling, construction, and assembling. Students will increase their perception and expressive skills through visual problem solving and the use of a variety of materials, tools, and techniques. Emphasis will be placed on aesthetic qualities found in the three dimensional form using the elements of art and principles of design. A working vocabulary of sculptural terms will be used. Students will learn how the sculptural form has been used by both contemporary and historical cultures. In addition, students: (a) create works of art, (b) reflect on the outcome of their studio experiences by making historical connections, writing about the process, and making presentations of their work, (c) work individually and in groups, (d) find correlations to other disciplines, (e) explore career options, (f) identify ways to utilize and support art museums, galleries, studios, and community resources.

Required Prerequisites: None **Recommended Prerequisite:** Intro to 2D & 3D Art

Advanced 2D Art (Independent Study) (4004) (9, 10, 11,12) 1 semester, 1 credit

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, High School Course Titles and Descriptions 2022-2023 96 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.

Required Prerequisites: None
Recommended Prerequisite: Intro to 2D

Advanced 3D Art (Independent Study) (4006) (9, 10, 11,12) 1 semester, 1 credit

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

Required Prerequisite: None
Recommended Prerequisites: Intro to Art 2D & 3D

****Option: Students are encouraged to apply for Advanced Placement (AP) acceptance.**

AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. Most four-year colleges in the United States give students credit, advanced placement or both on the basis of AP Exam scores. By entering college with AP credits, you'll have the time to move into upper level courses, pursue a double-major or study abroad.-If your intention is to apply and submit your portfolio for AP, you must take Studio Art both semester I and semester II. (2 semesters, 2 credits). This course involves a significant commitment of time and energy as students will also need to work outside the classroom to complete the AP portfolio requirements. It is vital that you plan far enough in advance so that you can complete the portfolio on time.

- Students are required to get consent from the teacher (spring of previous year) who will be mentoring your AP work or who is assigned as your AP Coordinator.
- AP portfolios require 27 works of art.
- You must choose an AP portfolio concentration in: Drawing, 2-D Design, or 3-D Design.
- AP Coordinator/teacher will provide students with instruction and guidance on requirements, choosing artwork, and proper submission to Advanced Placement.
- Students are required to submit/mail the required portion of the AP portfolio, complete the online registration and application, enter the concentration statement online, take photographs of all portfolio submissions and upload images.
- Students are required to forward the completed AP portfolio to the AP Coordinator/AP teacher for review by mid-April

BUSINESS, MARKETING AND INFORMATION TECHNOLOGY

Accounting Fundamentals (0432) **(10,11,12)** **2 semesters, 2 credits**
Accounting Fundamentals introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making**.**

Required Prerequisite: Principles of Business Management

Advanced Accounting (0435) **(10, 11,12)** **2 semesters, 2 credits**
Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for various forms of business ownership using double-entry accounting covered in Accounting Fundamentals, including an emphasis on payroll accounting. Topics covered include calculating gross pay, withholdings, net pay, direct deposits, journalizing payroll transactions and preparing individual earnings records and payroll registers. Emphasis is placed on applying Generally Accepted Accounting Principles through hands-on practice with popular commercial accounting software packages that are currently used in business.

Required Prerequisite: Principles of Business Management

Administrative and Office Management (5268) **(12)** **2 semesters, 2 credits**
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.

Required Prerequisite: Principles of Business Management or Marketing Fundamentals

Introduction to Business (4518) **(9,10)** **1 semester, 1 credit**
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.

Required Prerequisite: none

Management Fundamentals **(10,11,12)** **2 semesters, 2 credit**
Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods, case review, and situational analyses. **Required Prerequisite:** Principles of Business Management

Personal Finance & Banking (0437) **(10, 11,12)** **2 semesters, 2 credits**
Personal Finance and Banking emphasizes management of individual financial resources for growth and maintenance of personal wealth. Covers home buying and mortgage financing, installment financing, life and health insurance, securities, commodities and other investment opportunities. Students will gain an overview of the banking industry and the financial services provided by banks for individuals and businesses.

Required Prerequisite: Principles of Business Management

Preparing for College and Careers (5394) **(9)** **1 semester, 1 credit**

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.

Required Prerequisite: None

Principles of Business Management (0430) **(9,10,11)** **2 semesters, 2 credits**

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

Required Prerequisite: None

Recommended Prerequisite: Digital Applications & Responsibility

Marketing Fundamentals (0440) **(11 ,12)** **2 semesters, 2 credits**

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

Required Prerequisite: Principles of Business Management

Principles of Entrepreneurship (0450) **(9,10,11)** **2 semesters, 2 credits**

Principles of Entrepreneurship focuses on students learning about their own strengths, character and skills and how their unique abilities can apply to entrepreneurship, as well as how an entrepreneurial mindset can serve them regardless of their career path. Students will learn about the local, regional and state resources and will begin to understand and apply the entrepreneurial process. The course helps students to identify and evaluate business ideas while learning the steps and competencies required to launch a successful new venture. The course helps students apply what they have learned from the content when they write a Personal Vision Statement, a Business Concept Statement, and an Elevator Pitch

Required Prerequisite: None

Construction Systems I (4782) **(9,10,11,12)** **1 semester, 1 credit**

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

Required Prerequisite: None

Intro to Construction (4792) **(9,10,)** **2 semesters, 2 credits**

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 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 and superstructure enclosing the structure, installing systems, finishing the structures and completing the sight students also investigate topics related to purchasing and maintenance of structures , special purpose facilities, green construction & construction careers. **Required Prerequisite:** None

Computer Science Principles (4801) **(10,11,12)** **2 semesters, 2 credits**

Computer Science & Software Engineering (CSE) will be composed of 4 units. **Unit 1) Graphics** will introduce fundamental computer science concepts. Students will engage problems requiring graphical and text responses to user input utilizing software such as Scratch or Alice. **Unite 2) Web Design and Information Technology** will introduce code writing, networking concepts, privacy, and security. Students will engage problems involving eCommerce and other Web-based interactions with an emphasis on the effects of computing on users and society. Students will use tools like HTML/CSS, or JavaScript to create interactive Web pages. **Unit 3) Information Science** will introduce concepts in discrete mathematics, probability, and association, and date visualization. It will emphasize how computational thinking affects every discipline, as computational thinking can put existing code to great use. Students will use databases of genetic information and health records, will utilize a face-recognition API, and will use APPInventor to develop a simple Android phone app. **Unite 4) Modeling** will further develop the concepts in discrete mathematics and introduce computability, and artificial intelligence. Students will engage problems using Python or Processing languages to simulate the physical world. **Prerequisite:** None

Culinary Arts (0722) **(10,11,12)** **2 semesters, 2 credits**
Culinary Arts teaches students how to prepare the four major stocks, the five mother sauces (in addition to smaller sauces) and various soups. Additional emphasis is placed on the further development of the classical cooking methods. This course will also present the fundamentals of baking science including terminology, ingredients, weights and measures, and proper use and care of equipment. Students will produce yeast goods, pies, cakes, cookies, and quick breads.

Required Prerequisites: Principles of Culinary and Hospitality; Nutrition

Nutrition (7171) **(10,11,12)** **2 semesters, 2 credits**
Food Theory & Nutrition students will learn the fundamentals of food preparation, service procedures, and safety practices in the food service industry including proper operation techniques for equipment. This course also provides a background and history of the hospitality industry and introduces the student to the broad spectrum of hospitality/food service organizations and career opportunities. Students will be familiarized with the organizational structure and basic functions of departments. Additionally, this course introduces the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and apply those principles to menu planning and food preparation.

Required Prerequisite:: Principles of Culinary and Hospitality

Principles of Culinary & Hospitality (7173) **(9,10,11)** **2 semesters, 2 credits**
Principles of Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making that affects operation management, products, labor, and revenue. Additionally, this course will help students learn basic principles of sanitation and safety in order to maintain a safe and healthy food service environment. It presents laws and regulations related to safety, fire, and sanitation and how to adhere to them in the foodservice operation.

Required Prerequisite: None

Principles of Human Services (7176) **(9,10,11)** **2 semesters, 2 credits**
Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. Course includes a required job shadowing project in a Human Services setting. This course will also encourage cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes important information about major racial and ethnic groups in the United States.

Required Prerequisite: None

Relationships and Emotions (0752) **(10,11,12)** **2 semesters, 2 credits**
Relationship & Emotions examines the key elements of healthy relationships. Explores the main problems that damage relationships. Presents research findings on successful and unsuccessful relationships, and emotional connections. Explores the impact of one's emotional and relationship history on current and future romantic relationships. Presents practical, scientific-based skills for improving relationships. Additionally, this course offers practical and useful information for people who have experienced loss. Students have the opportunity to evaluate their own experiences and attitudes toward loss and grief.

Required Prerequisite: Principles of Human Services

Understanding Diversity (0751) **(10,11,12)** **2 semesters, 2 credits**
Understanding Diversity encourages cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

Required Prerequisite: Principles of Human Services

English Language Arts (ELA) Department				
8th Grade	**8th Grade Honors**	**English 8**	**English 8**	
	High NWEA ELA scores	Above average/average NWEA ELA scores and earned a B average or above in English 8	Average/Below average NWEA ELA scores or earned a C average or below in English 8	
	↓	↓	↓	
9th Grade	**English 9 Honors (1002C-D)**	**English 9 (1002A-B)**	**English 9 (1002E-F)**	
	Placement determined by ELA semester grades & teacher recommendation	Placement determined by ELA semester grades & teacher recommendation	Placement determined by ELA semester & teacher recommendation	
	↓	↓	↓	
10th Grade	**English 10 Honors (1004C-D)**	**English 10 (1004A-B)**	**English 10 (1004E-F)**	
	Placement determined by ELA semester grades & teacher recommendation	Placement determined by ELA semester grades & teacher recommendation	Placement determined by ELA semester grades & teacher recommendation	
	↓	↓	↓	
11th Grade	**English 11 Honors (1006C-D)**	**English 11 (1006A-B)**	**English 11 (1006E-F)**	
	Placement determined by ELA semester grades & teacher recommendation	Placement determined by ELA semester grades & teacher recommendation	Placement determined by ELA semester grades & teacher recommendation	
	↓	↓	↙ ↘	
12th Grade	**AP/H English 12 (1056C-D)**	**Advanced Composition (1098) OR Composition (1090) And 1 semester from the following:** • **Biblical Literature (1022)** • **Classical Literature (1026)** • **English Literature (1030)** • **World Literature (1052)**	**English 12 (1008E-F)**	**Composition (1090) And 1 semester from the following:** • **Biblical Literature (1022)** • **Classical Literature (1026)** • **English Literature (1030)** • **World Literature (1052)**

Grades 9-12

English as a New Language ENL (1012) **(9,10,11,12)** **2 semesters, 2 elective credits**

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

Required prerequisite: None
Recommended prerequisite: English proficiency placement test

Student Media:Yearbook (1086A-1086B) **(9,10,11,12)** **2 semesters, 2 elective credits or 2 fine arts credits for Core 40 with Academic Honors**

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. This course may be repeated for additional elective credits. STUDENTS MUST SUBMIT AN APPLICATION AND BE SELECTED FOR ADMITTANCE.

Recommended prerequisite: None

Grade 9

English 9/Honors (1002C-1002D) **(9)** **2 semesters, 2 credits**

Freshman English Honors is a course for the highly motivated English student. Comprehensive study of spoken and written English usage and mechanics and the mastery of sentence and paragraph writing are included. Students read and discuss literature and non-fiction from the various genres and write in response to their reading. Writing and vocabulary development are stressed through Write to Learn strategies. Each student will compile a Writer's Portfolio. Summer reading is a requirement. Students will give oral presentations, practice other speech activities, and learn the fundamentals of critical analysis.

Required Prerequisite: Approval of Honors Committee

English 9 (1002E-1002F) **(9)** **2 semesters, 2 credits**

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.

Required prerequisite: None

English 9 (1002A-1002B) **(9)** **2 semesters, 2 credits**

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.. **Required prerequisite:** None

Grade 10

English 10/Honors (1004C-1004D) **(10)** **2 semesters, 2 credits**

This course provides opportunities for advanced English students to further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students examine the writing process, using their own papers and exemplary models. They practice research skills, give oral presentations, and read and critically analyze selected literature and non-fiction. Each student compiles a Writer's Portfolio of creative and expository work. Summer reading is a requirement.

Required Prerequisite: Approval of Honors Committee

English 10 (1004E-1004F) **(10)** **2 semesters, 2 credits**

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. .

Required prerequisite: None

English 10 (1004A-1004B) **(10)** **2 semesters, 2 credits**

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. **Required prerequisite:** None

Grade 11

English 11/Honors (1006C-1006D) **(11)** **2 semesters, 2 credits**

This class provides opportunities for extensive study of various genres of American literature and for writing and speaking in response to such literature. Advanced college-bound students study a variety of literature genres, such as drama, poetry, fiction, and non-fiction. Curriculum includes quality works of various ethnic and cultural minorities, such as African-American writers, women writers and Native American writers as well as the works of contemporary writers. Students write their own literary analysis. Other expository writing includes in-class essays and long-term composition assignments; creative writing may enhance the course. Students orally present their findings to the class. Each student will compile a Writer's Portfolio. Summer reading is a requirement.

Required Prerequisite: Approval of Honors Committee

English 11 (1006E-1006F) **(11)** **2 semesters, 2 credits**

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.

Required prerequisite: None

English 11 (1006A-1006B) **(11)** **2 semesters, 2 credits**

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. **Required prerequisite:** None

Grade 12

English 12 AP English Literature & Composition (1058C-1058D) **(11, 12)** **2 semesters, 2 credits**

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

Required prerequisite: None
Recommended Prerequisite: English 9, English 10

English 12 (1008E-1008F) **(12)** **2 semesters, 2 credits**

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. **Required prerequisite:** None

Advanced Composition (1098)/ English 12 Advanced Composition (1008IT) **(11,12)** **1 semester, 1 credit**

Advanced Composition is designed for students who are seeking to further develop and refine their writing skills in preparation for the demands of four-year college/university writing. Advanced Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports in addition to other appropriate writing tasks. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.Writing will take place both in and outside of the classroom.

Prerequisite for Dual Credit: Achieved required score on Ivy Tech Test or ACT (for dual credit)
Required prerequisite: None
Recommended Prerequisite: English 9, English 10 Composition

Composition (1090) **(11, 12)** **1 semester, 1 credit**

Composition is designed for students who wish to enhance their writing skills for advancement in the workplace or military, as well as for success in a career technical program or at a two-year college, like Ivy Tech. Applied Composition, a course based on the Indiana Academic Standards or Content Connectors for English/Language Arts, is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Writing will mainly take place in the classroom.

Required prerequisite: none

Recommended Prerequisite: English 9, English 10

Biblical Literature (1022) **(11,12)** **1 semester, 1 credit**

Biblical Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the Bible, viewed from a literary standpoint, as a source of a wide variety of literary patterns, themes, and conventions. Students examine the different books in relation to the various historical time frames of the books and in relation to related literature as it pertains to Biblical themes. Students read, discuss, and write about Biblical references (allusions) in both classical and modern literature. 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.

Required prerequisite: None

Recommended Prerequisite: English 9, English 10

Classical Literature (1026) **(11,12)** **1 semester, 1 credit**

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

Required prerequisite: None

Recommended Prerequisite: English 9, English 10

English Literature (1030) **(11,12)** **1 semester, 1 credit**

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

Required prerequisite: None

Recommended Prerequisite: English 9, English 10

World Literature (1052) **(11,12)** **1 semester, 1 credit**

World Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of ancient and modern representative works by major authors from six continents: Africa, Asia, Australia, Europe, North America, and South America. Students examine a wide variety of literary genres and themes. Students analyze how the ideas and concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

Required prerequisite: None

Recommended Prerequisite: English 9, English 10

MATHEMATICS DEPARTMENT

Suggested Sequence of Courses:

Non- College Bound/College-Bound Students (Beginning with Class of 2026) (Core 40 Diploma)

Required: Algebra I
Required: Geometry
Required: Algebra II
Recommended: Pre- Calculus/Trigonometry OR Probability & Statistics/ Finite Math

College-Bound Students (Core 40 Diploma with Honors*)

Algebra I
Geometry
Algebra II
Pre-Calculus/Trigonometry

**Certain grade requirements apply for Honors Diploma*

Honors Program- College-Bound Students (*with exceptional math skills)*

(Core 40 Diploma with Honors*)
Algebra I Honors* (Completed in 8th grade)
Geometry Honors*
Algebra II Honors*
Pre-Calculus/Trigonometry Honors*
AP Calculus* and/or AP Statistics*

**Certain grade requirements apply for Honors Diploma*

Algebra I (2520) **(9,10,11,12)** **2 semesters, 2 credits**

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of six strands: Number Systems 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.

Required Prerequisite: None

Algebra Lab (2516) **(9,10,11,12)** **2 semesters, 2 credits**

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.

Required Prerequisite: None

Algebra II (2522) **(9,10,11,12)** **2 semesters, 2 credits**

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 properties of logarithms. Algebra II is made up of 5 strands; Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential and Logarithmic Equations and Functions; Polynomial, Rational, Equations and Functions; and Data Analysis, Statistics, and Probability.

Required Prerequisite: None
Recommended Prerequisite: Algebra I

Algebra II Honors (2522) **(9,10)** **2 semesters, 2 credits**

This differentiated Algebra II course is a study of the same topics in regular Algebra II at a more challenging level.

Required Prerequisite: Algebra I Honors and Geometry Honors with a B- or above and/or teacher recommendation

Integrated Math II (2556) **(10,11,12)** **2 semesters, 2 credits**

Integrated Mathematics II focuses on quadratic expressions, equations, and functions by comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Required Prerequisite: None
Recommended Prerequisite: Integrated Math I

Geometry (2532) **(9,10,11,12)** **2 semesters, 2 credits**

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; High School Course Titles and Descriptions 2022-2023 141 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.

Required Prerequisite: None
Recommended Prerequisite: Algebra I

Geometry Honors (2532) **(9)** **2 semesters, 2 credits**

This differentiated Geometry course is a study of the same topics in regular Geometry at a more challenging level.

Required Prerequisite: Algebra I Honors with a B or above and/or teacher recommendation

Pre-Calculus:Algebra (2564) **(11,12)** **1 semester, 1 credit**

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.

Required Prerequisite: None
Recommended Prerequisite: Algebra II & Geometry or IM3

Pre-Calculus:Algebra Honors (2564) **(10,11,12)** **1 semesters 1 credit**

This differentiated Pre-Calculus course is a study of the same topics as in regular Pre-Calculus, except the course is accelerated and includes enrichment materials..

Required Prerequisite: Algebra II Honors with a B- or better

Precalculus:Trigonometry (2566) **(11,12)** **1 semester, 1 credit**

Trigonometry provides students with the skills and understanding that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common *periodic* functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM (disciplines). Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors, Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity of fields such as engineering and computer programming.

Required Prerequisite: None
Recommended Prerequisite: Algebra II & Geometry or IM3

Precalculus:Trigonometry Honors (2566) **(10,11,12)** **1 semester, 1 credit**

This differentiated Trigonometry course is a study of the same topics as in regular Trigonometry, except the course is accelerated and includes enrichment materials.

Required Prerequisite: Algebra II Honors with a B- or better

Finite Mathematics (2530) **(11,12)** **1 semester, 1 credit**

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

Required Prerequisite: None
Recommended Prerequisite: Algebra II or IM3 or Analytical Algebra 2

Probability & Statistics (2546) **(11,12)** **1 semester, 1 credit**

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Probability and Statistics are made up of three strands: Data Analysis; Experimental Design; and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing technology and computer programs is encouraged. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Required Prerequisite: None
Recommended Prerequisite: Algebra II or IM3 or Analytical Algebra 2

AP Calculus AB(2562) **(11,12)** **2 semester, 2 credits**

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

Required Prerequisite: Pre-Calculus:Algebra

AP Statistics (2570) **(11,12)** **2 semesters, 2 credits**

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

Required Prerequisite: None
Recommended Prerequisite: Algebra 2 or IM3

MULTIDISCIPLINARY DEPARTMENT

Basic Skill Development (0500) **(9,10,11,12)** **1 credit/semester, up to 8**

Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations. **Required Prerequisite:** None

Career Information and Exploration (0522) **(9, 10)** **1 semester, 1 credit**

Career Information and Exploration provides students with opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as field trips, internships, mock interviews, and guest speakers. Resume development experience and career- related testing are also provided to students. **Required Prerequisite:** None

Cooperative Education (6162) **(12)**

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

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

Required Prerequisite: None

JAG – Jobs for America's Graduates (0509) **(11,12)** **4 semesters, 4 credits**

Jobs for America's Graduates (JAG) is a state-based, national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career. JAG students receive adult mentoring while in school and one year of follow-up counseling after graduation. The JAG program is funded through grants provided by the Indiana Department of Workforce Development. **Required Prerequisite:** None

Peer Tutoring (0520) **(10,11,12)** **2 semesters, 2 credits**

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. **Required Prerequisite:** None

AP Seminar (0552) **(11)** **2 semesters, 2 credits**

Seminar, Advanced Placement, is the first year foundational interdisciplinary course that is unique to the AP Capstone diploma program. This course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and explore artistic and literary works to gain a rich appreciation and understanding of issues. Teachers will choose appropriate themes that allow for deep exploration based on student interests, local and/or civic issues, global or international topics, and concepts from other AP courses. Sample topics include: Educational, Innovation, Sustainability; Technology; Revolution.

Required Prerequisite: None

AP Research (0551) **(12)** **2 semesters, 2 credits**

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Required Prerequisite: AP Seminar

Intermediate Concert Chorus (4186) **(9,10,11,12)** **2 semesters, 2 credits**

Intermediate Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Additional fees will be associated with this class to offset the purchase of music, equipment, and costumes. The nature of this course focuses on successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Counts as a Directed Elective or Elective for all diplomas. Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma. It is a laboratory course.

Required Prerequisites: None
Recommended Prerequisite: Beginning Chorus

Advanced Show Chorus (4188) **(10,11,12)** **2 semesters, 2 credits**

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. Additional fees will be associated with this class to offset the purchase of music, equipment, and costumes. The nature of this course focuses on successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Counts as a Directed Elective or Elective for all diplomas. Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma. It is a laboratory course.

Required Prerequisites: None
Recommended Prerequisite: Beginning & Intermediate Chorus

Advanced Concert Band (4170) **(9,10,11,12)** **2 semesters, 2 credits**

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.. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Additional fees will be associated with this class to offset the purchase of music, equipment, and costumes.These will be assessed based on a case by case basis. The nature of this course focuses on successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Counts as a Directed Elective or Elective for all diplomas. Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma. It is a laboratory course.

Required Prerequisites: None
Recommended Prerequisites: Beginning & Int.Concert Band

Beginning Mixed Chorus (4182) **(9,10,11,12)** **2 semesters, 2 credits**

Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Additional fees will be associated with this class to offset the purchase of music, equipment, and costumes. The nature of this course focuses on successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Counts as a Directed Elective or Elective for all diplomas. Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma. It is a laboratory course.

Required Prerequisite: None

Jazz Ensemble (4164) **(10,11,12)** **2 semesters, 2 credits**

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. Additional fees will be associated with this class to offset the purchase of music, equipment, and costumes. The nature of this course focuses on successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Counts as a Directed Elective or Elective for all diplomas. Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma. It is a laboratory course.

Required Prerequisite: None

Music Theory & Composition (4208) **(9,10,11,12)** **1 semester, 1 credit**

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and High School Course Titles and Descriptions 2022-2023 90 theoretical concepts. Students develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music. Additional fees will be associated with this class to offset the purchase of music, equipment, and costumes. The nature of this course focuses on successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Counts as a Directed Elective or Elective for all diplomas. Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma. It is a laboratory course.

Required Prerequisite: None

PHYSICAL EDUCATION DEPARTMENT

Health & Wellness Education (3506) **(9,10,11,12)** **1 semester, 1 credit**
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. **Required Prerequisite:** None

Physical Education I (L) (3542) **(9,10,11,12)** **1 semester, 1 credit**
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.).
Required Prerequisite: Grade 8 Physical Education

Physical Education II (L) (3544) **(9,10,11,12)** **1 semesters, 1 credit**
Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in four of the following areas that were not included in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.) **Required Prerequisite:** Physical Education I

Elective Physical Education:Lifetime Aquatics (3560) (9,10,11,12) 1 semester, 1 credit
Students may only take one elective PE course per semester up to 8 credits

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.)

Required Prerequisite: Students must provide their own swimming attire, appropriate for the course - no cut offs or two piece suits.

Elective Physical Education:Lifeguard Training (3560) (9,10,11,12) 1 semester, 1 credit
Students may only take one elective PE course per semester

Lifeguard training is a course designed to provide the student with the knowledge and skills to prevent, recognize and respond to emergencies and to provide care for injuries and sudden illnesses until emergency medical services (EMS) personnel arrive and take over. Topics that will be covered in the class include: Rescue Skills, CPR/AED for the Professional Rescuer, First Aid, and Caring for Head, Neck or Back Injury. The class sessions will be held in the pool as well as lectures in the classroom. If the student has successfully completed all skills and written tests, at the end of the semester the student will be certified in Lifeguard Training, First Aid, and CPR/AED for the Professional Rescuer.

Required Prerequisite: -Students must provide their own swimming attire, appropriate for the course - no cut offs or two piece suits.
-Lifetime Aquatics or Instructor Approval
-15 years old by end of semester

Elective Physical Education:Advanced PE (3560) (9,10,11,12) 1 credit/semester
Students may only take one elective PE course per semester

Required Prerequisite: None

Advanced 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 will be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics. This course includes the study of physical development concepts and principles of sport and exercise as well as the opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPS and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc).

Elective Physical Education:Specialized PE (3560) (9,10,11,12) 1 credit/semester
Students may only take one elective PE course per semester

Required Prerequisite: None

The class will feature strength training, aerobic conditioning, agility training, as well as functional training. These components of fitness are emphasized to increase athletic performance as well as preparing for lifelong exercise habits. Exercise techniques, disciplines, sport nutrition, and physiological aspects of fitness will be stressed. Students will be taught the most efficient and safe methods of enhancing the fitness components of muscular strength, muscular endurance, cardiovascular endurance, body composition, and flexibility.

SCIENCE DEPARTMENT

The State of Indiana has mandated six credits in laboratory science for a Core 40 diploma for high school graduation. Furthermore, it stipulates that 2 credits must be from Biology and 2 credits must be from Chemistry/Physics. Crawfordsville High School has designated the following course offerings to be in the following science disciplines:

Science Discipline	Course Offerings
Biology	Environmental Science [Introductory] Biology I (L) Biology I Honors Biology II (L) (Genetics/Zoology) General Anatomy/Physiology (L) Biology, AP (L) Environmental Science [Advanced Placement]
Chemistry	Integrated Chemistry-Physics (L) Chemistry I (L) Chemistry I Honors (L) Chemistry AP
Physics	Physics I (L) Science Research, Independent Study

Anatomy/Physiology (L) (5276) **(11,12)** **2 semesters, 2 credits**

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integumentary, skeletal, muscular, and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.*Can be taken 1 or 2 semesters.

Required Prerequisite: None
Recommended Prerequisite: Biology 1

Biology, AP (L) (3020) **(11,12)** **2 semesters, 2 credits**

AP Biology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties.

Required Prerequisite: None
Recommended: Biology 1, Chemistry

Biology I –Lab (3024) **(9)** **2 semesters, 2 credits**

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 the Science and Engineering Practices (SEPS) and crosscutting concepts. **Required Prerequisite:** None

Biology I - Lab, Honors (3024) **(9)** **2 semesters, 2 credits**

This is a course for highly motivated science students. Students will be introduced to a wide range of organisms and biological processes. Some themes of this course will be: the interdependence of organisms, the structures and functions of organisms, and human impact on the environment. Areas of study follow the Indiana Academic Standards and include Molecules, Cells, Developmental and Organismal Biology, Genetics, Evolution and ecology. Students will be introduced to new technology through laboratory investigations, independent projects and reading various biology-related novels.

Required Prerequisite: Teacher recommendation

Biology II 1st Semester (3026)
(Genetics) **(10,11)** **1 semester, 1 credit**

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**.**

Genetics is an advanced laboratory and literature investigation-based course. Students enrolled in Genetics examine in detail cell reproductions, molecular genetics, inheritance and population genetics. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of genetics concepts to real world bioethical issues.

Required Prerequisite: None
Recommended Prerequisite: Biology 1

Biology II 2nd Semester (3026)
(Vertebrate Zoology) **(10,11)** **1 semester, 1 credit**

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**.**

Zoology is a comprehensive study of the animal kingdom. The focus of this course will include animal anatomy, development, behavior and evolution. There will be a strong focus on the comparative study of body systems found in all animal phyla. Throughout this course study, the interconnectedness of animals and their environment will be illustrated. Lab safety and student responsibility will be stressed due to the hands-on nature of the science curriculum where dissections will be **required** to illustrate the anatomy of representative animals.

Required Prerequisite: None
Recommended Prerequisite: Biology 1

Chemistry, AP (L) (3060) **(12)** **2 semesters, 2 credits**

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

Required Prerequisite: None
Recommended: Chemistry I,Algebra 11, Precalculus

Chemistry I – Lab (3064) **(10,11,12)** **2 semesters, 2 credits**

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, the Science and Engineering Practices (SEPS) and cross-cutting concepts.

Required Prerequisites: None
Recommended Prerequisite: Algebra 2 (can be taken concurrently)

Chemistry I – Lab, Honors (3064) **(10,11,12)** **2 semesters, 2 credits)**

This course should be considered by college bound students who are interested in taking several advanced science courses and/or those who want to major in a science college. Topics studied will include the Indiana Academic Standards, as well as advanced theoretical and mathematical applications of the content. Students who consider applying for this course should be organized and highly motivated. Good attendance is essential to success in this course, as much of the lab work and group work cannot be recreated as make up assignments.

Required Prerequisite: Biology I (A average)
Algebra I (A average)
Teacher recommendation

Environmental Science AP (3012) **(12)** **2 semesters, 2 credits**

AP Environmental Science is a course based on content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Required Prerequisite: None
Recommended Prerequisite: Biology I, Chemistry

Environmental Science (3010) **(11,12)** **2 semesters, 2 credits**

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems. 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. Cross-cutting concepts are an integral part of this course. Students formulate, design, and carry out laboratory and field investigations as an essential course component using the Science and Engineering Practices.

Required Prerequisite: None
Recommended Prerequisite: 2 science credits

Integrated Chemistry-Physics (3108) **(10)** **2 semesters, 2 credits**

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 using the Science and Engineering Practices (SEPS) and cross-cutting concepts.

Required Prerequisite: None
Recommended Prerequisite: Algebra 1 or concurrently

Physics I – Lab (3084) **(9,10,11)** **2 semesters, 2 credits**

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 using the Science and Engineering Practices (SEPS) and cross-cutting concepts.

Required Prerequisite: None
Recommended Prerequisite: Algebra I or Algebra II

Current Problems, Issues & Events (1512) **(9,10,11,12)** **1 semester, 1 credit can be repeated**

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

Required Prerequisite: None

Economics (1514) **(12)** **1 semester, 1 credit**

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. **Required Prerequisite:** None

Microeconomics AP (1566) **(12)** **2 semester, 2 credit**

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

Required Prerequisite: None

Ethnic Studies (1516) **(9,10,11,12)** **1 semester, 1 credit**

Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States. **Required Prerequisite:** None

Geography & History of the World (1570) **(9,10,11,12)** **2 semesters, 2 credits**

Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century. **Required Prerequisite:** None

Indiana Studies (1518) **(9,10,11,12)** **1 semester, 1 credit**

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. **Required Prerequisite:** None

U.S. Government (1540) **(12)** **1 semester, 1 credit**

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

Required Prerequisite: None

AP U.S. Government and Politics - Honors (1560) **(12)** **1 semester/ 1 credit (spring)**

AP United States Government and Politics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project.

Required Prerequisite: Teacher recommendation

Psychology (1532) **(12)** **1 semester, 1 credit**

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

Required Prerequisite: None

Psychology, AP (1558) **(12)** **1 semester, 1 credit**

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

Required Prerequisite: None

- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Sociology (1534) **(12)** **1 semester, 1 credit**

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students will describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students will examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students will also analyze the role of individuals in the community and social problems in today's world.

Required Prerequisite: None

United States History (1542) **(11)** **2 semesters, 2 credits**

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

Required Prerequisite: None

United States History AP (1562) **(11)** **2 semesters, 2 credits**

AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. **Required Prerequisite:** None

World History & Civilization (1548) **(9,10,11,12)** **2 semesters, 2 credits**

World History 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 skills and process 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. **Required Prerequisite:** None

History of American Sports (1538) **(10,11,12)** **1 semester, 1 credit**

This course will provide students with the opportunity to examine the relationship between sports and our growth as a nation. Olympic games, baseball, basketball, football, soccer, tennis, golf, college, professional, youth and high school sports are topics that are included. **Required Prerequisite:** None

French I (2020) **(9,10,11,12)** **2 semesters, 2 credits**

French I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning French language learning, and to various aspects of French-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of French-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom. **Required Prerequisite:** None

French II (2022) **(10,11,12)** **2 semesters, 2 credits**

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

French III (2024) **(11,12)** **2 semester, 2 credits**

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

Required Prerequisite: French I & French II

French IV (2026) **(12)** **2 semesters, 2 credits**

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

Required Prerequisite: French I, II, III

Japanese I (2060) **(9,10,11,12)** **2 semesters, 2 credits**

Japanese I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Japanese language learning, and to various aspects of Japanese-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 simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Japanese-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 Japanese language and culture outside of the classroom.

Required Prerequisites: None

Japanese II (2062) **(10,11,12)** **2 semesters, 2 credits**

Japanese II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Japanese 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 sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Japanese-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 Japanese language and culture outside of the classroom.

Required Prerequisites: Japanese I

Spanish I (2120) **(9,10,11,12)** **2 semesters, 2 credits**

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. **Required Prerequisite:** None
*Not available for Native Speakers.

Spanish II (2122) **(9,10,11,12)** **2 semesters, 2 credits**

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. **Required Prerequisite:** Spanish I

Spanish III (2124) **(10,11,12)** **2 semesters, 2 credits**

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.

Required Prerequisite: Spanish I & Spanish II

Spanish IV: AP Language (2132) **(10, 11,12)** **2 semesters, 2 credits**

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

Required Prerequisite: Spanish I, II, III or Spanish for Heritage Speakers

Spanish V: AP Literature (2134) **(10, 11,12)** **2 semesters, 2 credits**

AP Spanish Literature and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Literature and Culture. The course prepares students to be successful on the AP Spanish Literature and Culture exam. The course is not intended to be used as a dual credit course. The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

Required Prerequisite: Spanish I, II, III or Spanish for Heritage Speakers

Spanish for Heritage Speakers I (2190) **(9,10,11,12)** **2 semesters, 2 credits**

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

Required Prerequisite: None

Recommended Prerequisite: The student is a native Spanish-speaker and has completed a placement test.

CAREER AND TECHNICAL EDUCATION (CTE)

The following pathways will be offered by West Central Indiana Career and Technical Education Cooperative during the 2022-23 school year. Dual credits are available, but students and instructors must meet eligibility and credentialing standards.

Automotive Services Pathway-All three courses will be taken at the same time.
Hosted by Crawfordsville High School at Off-Site Location

Principles of Automotive Services (7213) **2 semesters, 2 credits**
Dual Credit with Ivy Tech: AUTI 100, AUTI 111
This course gives students an overview of the operating and general maintenance systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the automotive industry. Students will study the maintenance and light repair of automotive systems. Also, this course gives students an overview of the electrical operating systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the electrical diagnosis and repair in the automotive electrical industry. Students will study the fundamentals of electricity and automotive electronics.

Automotive Brakes and Electrical (7205) **2 semesters, 2 credits**
Dual Credit with Ivy Tech: AUTI 145, AUTI 121
Pre-/Co-Requisite: Principles of Automotive Services
This course gives students an in-depth study of vehicle electrical systems. Students will study the fundamentals of electricity and automotive electronics in various automotive systems. Additionally it teaches theory, service and repair of automotive braking systems. This course provides an overview of various mechanical brake systems used on today's automobiles. This course will emphasize professional diagnosis and repair methods for brake systems.

Engine and Driving Performance (7212) **2 semesters, 2 credits**
Dual Credit with Ivy Tech: AUTI 122, AUTI 131
Pre-/Co-Requisite: Principles of Automotive Services; and Automotive Brakes and Electrical
This course takes an in-depth look at engine performance, including concepts in the diagnosis and repair of ignition, fuel, emission and related computer networks. This course presents engine theory and operation and studies the various engine designs utilized today. This course also takes an in-depth look at engine performance, including advanced concepts in the diagnosis and repair of ignition, fuel, emission and related computer networks. This course presents engine theory and operation and studies the various engine designs utilized today. Hybrid/Alternative fuel technology will also be introduced.

Year 2
Automotive Services Technology Capstone (7375) **2 semesters, 6 credits**
Dual Credit with Ivy Tech: AUTI 111, AUTI 141
Pre-/Co-Requisite: Automotive Services Technology I
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.

Business Administration Pathway
Hosted by Ivy Tech Community College at Crawfordsville Site (will follow their schedule of classes)

Principles of Business (7152) **2 semesters, 2 credits**
Dual Credit with Ivy Tech: BUSN 101, BOAT 207
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.

Business Administration Fundamentals (7143) **2 semesters, 2 credits**
Dual Credit with Ivy Tech: BUSN 105, MKTG 101
Pre-/Co-Requisite: Principles of Business
Business Administration Fundamentals describes the functions of managers, including the management of activities and personnel. Students will also study key Marketing concepts including environmental analysis, marketing research, consumer behavior, segmenting, targeting, positioning, branding, product management, price strategy, supply chain management, integrated marketing communications, and market analytics. Students will be asked to apply management and marketing principles through the development of a business plan.
Year II Courses are still pending ITCC approval

Cosmetology Pathway-All three courses will be taken at the same time.
Hosted at Freestyle Academy for Hair in Lebanon, IN

Principles of Barbering and Cosmetology (7330) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Vincennes
Principles of Cosmetology offers an introduction to cosmetology with emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring, business and personal ethics, and bacteriology and sanitation. Successful completion of the course requires at least 375 Cosmetology studio hours.

Barbering and Cosmetology Fundamentals (7331) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Vincennes
Barbering and Cosmetology Fundamentals focuses on the development of practical skills introduced in Principles of Cosmetology. Clinical application and theory in the science of cosmetology are introduced. Successful completion of the course requires at least 375 Cosmetology studio hours.

Advanced Cosmetology (7332) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Vincennes
Advanced Cosmetology will emphasize the development of advanced skills in styling, hair coloring, permanent waving, facials and manicuring. Students will also study anatomy and physiology as it applies to cosmetology. Successful completion of the course requires at least 375 Cosmetology studio hours.

Year 2
Barbering and Cosmetology Capstone (7334) **(12)** **2 semesters, 6 credits**
Dual Credit with Vincennes
Barbering and Cosmetology Capstone builds and improves previously developed skills with emphasis on developing individual techniques. Professionalism, shop management, psychology in relation to cosmetology, and preparation for state board examination are stressed. Successful completion of the course requires at least 375 Cosmetology studio hours.
Criminal Justice Pathway - All three courses will be taken at the same time.
Hosted by Southmont High School

Principles of Criminal Justice (7193) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Ivy Tech: CRIM 100, CRIM 105
Principles of Criminal Justice covers the purposes, functions, and history of the three primary parts of the criminal justice system: law enforcement, courts, and corrections. This course further explores the interrelationships and responsibilities of these three primary elements of the criminal justice system. It will critically examine the history and nature of the major theoretical perspectives in criminology, and the theories found within those perspectives. Analyzes the research support for such theories and perspectives, and the connections between theory and criminal justice system practice within all the major components of the criminal justice system. Demonstrates the application of specific theories to explain violent and non-violent criminal behavior on both the micro and macro levels of analysis.

Law Enforcement & Cultural Awareness (7191) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Ivy Tech: CRIM 110, CRIM 103
Pre-/Co-Requisite: Principles of Criminal Justice
Law Enforcement and Cultural Awareness introduces fundamental law enforcement operations and organization. Includes the evolution of law enforcement at federal, state, and local levels. Emphasizes the study of American criminal justice problems and systems in historical and cultural perspectives, as well as discussing social and public policy factors affecting crime.

Courts and Corrections (7188) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Ivy Tech: CRIM 120, 130
Pre-/Co-Requisite: Principles of Criminal Justice; Law Enforcement & Cultural Awareness
Courts and Corrections introduces topics related to the adjudication process in criminal cases, including arraignments and preliminary hearings, suppression hearings, trials, sentencing, juvenile court, and probation and parole. Reviews the role of criminal justice personnel in court processes. This course also examines the American correctional system; the study of administration of local, state, and federal correctional agencies. The examination includes the history and development of correctional policies and practices, criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and community corrections including probation and parole. Current philosophies of corrections and the debates surrounding the roles and effectiveness of criminal sentences, institutional procedures, technological developments, and special populations are discussed.

Year 2

Criminal Justice Capstone (7231) **(12)** **2 semesters, 6 credits**
Dual Credit with Ivy Tech: CRIM 111, CRIM 113
Pre-/Co-Requisite: Criminal Justice I
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.

Information Technology Support and Services (Cybersecurity focus)

Hosted by Ivy Tech Community College at Crawfordsville Site (will follow their schedule of classes)

Principles of Computers and Informatics (7183) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Ivy Tech: SDEV 120, INFM 109
Principles of Computers and Informatics introduces students to terminology, concepts, theory and fundamental skills used to implement information systems. Topics include the history and trends of computing, operating systems, database technology, security, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Additionally, students will be introduced to algorithms, logic development and flowcharting as tools used to document computer logic through the use of basic scripting and simple programming code.

Information Technology Fundamentals (7180) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Ivy Tech: ITSP 135, ITSP 136
Pre-/Co-Requisite: Principles of Computers and Informatics
Information Technology Fundamentals provides the necessary competencies required for an entry-level Information Technology professional. Students will have the knowledge required to assemble components based on customer requirements, install, configure and maintain devices/software for end users, understand the basics of networking and security, properly and safely diagnose, resolve and document common hardware and software issues while applying troubleshooting skills. Students will also learn appropriate customer support, understand the basics of virtualization, desktop imaging, and deployment. This course should also prepare students for the CompTia A+ Certification Exam.

Education Professions Pathway - All three courses will be taken at the same time.

Principles of Teaching (7161) **(12)** **2 semesters, 2 credits**
This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A volunteer experience of a minimum of 20 hours is required for successful completion of this course. This course has been approved to be offered for dual credit. Students pursuing this course for dual credit are still required to meet the minimum prerequisites for the course and pass the course with a C or better in order for dual credit to be awarded.

Child and Adolescent Development (7157) **(12)** **2 semesters, 2 credits**
Pre-/Co-Requisite: Principles of Teaching
Child and Adolescent Development examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture and the media are discussed. An observation experience up to 20 hours may be required for completion of this course. This course has been approved to be offered for dual credit. Students pursuing this course for dual credit are still required to meet the minimum prerequisites for the course and pass the course with a C or better in order for dual credit to be awarded.

The Exceptional Child (7162) **2 semesters, 2 credits**
Pre-/Co-Requisite: Principles of Teaching; Child and Adolescent Development
This course provides an introduction to teaching the exceptional child. Includes theories and practices for producing optimal developmental growth. This course develops teaching techniques, explores public policy, inclusion, early

intervention, and learns about individual education plans and associated laws (IEPs). Explores the types of special needs and provides opportunities through field experience to practice methods for helping children within special education and gifted/talented programs. A volunteer experience of up to 20 hours in an educational environment may be required as part of this course.

Emergency Medical Technician Pathway - All three courses will be taken at the same time.
Hosted by Southmont High School

Principles of Healthcare (7168) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Ivy Tech: HLHS 100
Principles of Healthcare content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student's career objectives.

Medical Terminology (5274) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Ivy Tech: HLHS 101, HLHS 102
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.

Emergency Medical Tech (7165) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Ivy Tech: PARM 102
Pre-/Co-Requisite: Principles of Healthcare; Medical Terminology
This course is based on the training program developed by the Department of Transportation and the Emergency Medical Services Commission of Indiana. It covers theories, techniques and operational aspects of pre-hospital emergency care within the scope and responsibility of the emergency medical technician (EMT). It requires laboratory practice and clinical observation in a hospital emergency room and ambulance. Successful completion of the course meets national requirements to test for certification as an NREMT.

Fire and Rescue Pathway - All three courses will be taken at the same time.
Hosted by Southmont High School

Principles of Public Safety (7195) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Ivy Tech: HSPS 102
Principles of Public Safety provides the student with an overview of the requirements necessary to complete a degree in Public Safety; including an overview of faculty expectations and support that is offered to students in this program. Students are introduced to the degree requirements and are guided through the completion of an Individual Academic Plan. Students are introduced to Student Retention Services, Library System and Research, Writing Tutorial Services, and Career Services for assistance in successfully completing projects throughout the course and degree program. Areas of interest include Fire Science, Homeland Security, Environmental Health and Safety, and Emergency Medical Services. In addition to these competencies students will also cover an array of topics under hazmat awareness and operations including: hazardous materials definitions; regulations; statistics; properties and hazards; hazardous materials identification; incident management priorities; strategic goals and tactical objectives; personal protective equipment; contamination and decontamination; incident- specific strategies and tactics; terrorists and other criminal activities.

Fire Fighting Fundamentals (7189) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Ivy Tech: HSPS 165, HSPS 106
Pre-/Co-Requisite: Principles of Public Safety
Fire Fighting Fundamentals is for those students who are seeking certification as a firefighter. This course will introduce the student to NFPA 1001 which serves as the standard of measurement for all fire fighters in North America. Introduced students to fire service terminology, history and basic firefighting skills needed to complete and pass all requirements designed by the Department of Homeland Security for Basic, Mandatory and Fire Fighter I. Furthermore, students will study fire protection systems, firefighter safety and survival. Students will also learn what fire is, the chemical hazards of combustion and related byproducts of fire. Fire department organization, administration, operations, and basic strategies and tactics will be covered.

Advanced Fire Fighting (7186) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Ivy Tech: HSPS 167, HSPS 122
Pre-/Co-Requisite: Principles of Public Safety
Advanced Fire Fighting builds on skills learned in Fire Fighting Fundamentals. 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.

Pre-Nursing—Certified Nursing Assistant (CNA) - All three courses will be taken at the same time.

Hosted by Crawfordsville High School at Off-Site Location

Principles of Healthcare (7168) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Ivy Tech: HLHS 100
Principles of Healthcare content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student's career objectives.

Medical Terminology (5274) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Ivy Tech: HLHS 101, HLHS 102
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.

Healthcare Specialist: CNA (7166) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Ivy Tech: HLHS 107, HLHS 113
Pre-/Co-Requisite: Principles of Healthcare; Medical Terminology
The Healthcare Specialist: CNA prepares individuals desiring to work as nursing assistants with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses. The course will introduce students to the disease process and aspects of caring for a long-term care resident with dementia. Individuals who successfully complete this course are eligible to apply to sit for the Indiana State Department of Health (ISDH) certification exam for nursing assistants. This course meets the minimum standards set forth by the ISDH for Certified Nursing Assistant training and for health care workers in long-term care facilities.

Year 2
Health Science Education 2: Nursing (5284) **(12)** **2 semesters, 6 credits**
Dual Credit with Ivy Tech: HLHS 107, HLHS 113
Pre-/Co-Requisite: Health Science Education I with Medical Terminology
Health Science Education 2: Nursing is an extended laboratory experience designed to provide students with the opportunity to assume the role of nurse assistant. Students have the opportunity to learn, and then to practice those technical skills previously learned in the classroom at qualified clinical sites while under the direction of licensed nurses. These sites may include extended care facilities, hospitals and home health agencies. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels of the healthcare field; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills such as providing appropriate personal care to patients; reporting necessary information to nursing staff; operating and monitoring medical equipment; teaching and assisting patients and families with the management of their illness or injury; and performing general health screenings. This course provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to post-secondary opportunities, and to work in a variety of health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

Precision Machining Pathway - All three courses will be taken at the same time.

Hosted at Gene Haas Training Center in Lebanon, IN

Principles of Precision Machining (7109) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Vincennes: PMTD 105, PMTD 110, PMTD 110L, PMTD 116
Principles of Precision Machining will provide students with a basic understanding of the processes used to produce industrial goods. Classroom instruction and labs will focus on shop safety, measurement, layout, blueprint reading, shop math, metallurgy, basic hand tools, milling, turning, grinding, and sawing operations. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Measurement, Materials, & Safety certification that may be required for college dual credit.

Precision Machining Fundamentals (7105) **(11,12)** **2 semesters, 2 credits**
Precision Machining Fundamentals will build a foundation in conventional milling and turning. Students will be instructed in the classroom on topics of shop safety, theory, industrial terminology, and calculations. Lab work will consist of the setup and operation of vertical and/or horizontal milling machines and engine lathes. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Milling I certification that may be required for college dual credit.

Advanced Precision Machining (7107) **(11,12)** **2 semesters, 2 credits**
Advanced Precision Machining will build upon the Turning and Milling processes learned in Precision Machining Fundamentals and will build a foundation in abrasive process machines. Students will be instructed in the classroom on topics of shop safety, theory, industrial terminology, and calculations associated with abrasives. Lab work will consist of the setup and operation of bench grinders and surface grinders. Additionally, students will be introduced to Computerized Numeric Controlled (CNC) setup, operations, and programming. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Grinding I certification that may be required for college dual credit.

Year 2
Precision Machining Capstone (7129) **(12)** **2 semesters, 6 credits**
Dual Credit with Vincennes: PMTD 115, PMTD 120
Pre-/Co-Requisite: Precision Machining I
Precision Machining Capstone is an in-depth study of skills learned in Precision Machining I, with a stronger focus on CNC setup/operation/programming. Students will be introduced to two-axis CNC lathe programming and three-axis CNC milling machine programming. Develops the theory of programming in the classroom with applications of the program accomplished on industry-type machines. Studies terminology of coordinates, cutter paths, angle cutting, and linear and circular interpolation. 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 presented.

Radio and Television Pathway- All three courses will be taken at the same time.
Hosted by Western Boone Jr/Sr High School

Principles of Radio & TV (7139) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Vincennes: BCST 102, BCST 110
Principles of Radio & TV provides an introduction to the fundamentals of digital production. Students will develop basic skills in digital production techniques for audio, video, studio, and field production.

Audio & Video Production (7135) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Vincennes: BCST 120, BCST 140
Pre-/Co-Requisite: Principles of Radio & TV
Audio and Video Production provides an in-depth study on audio and video production techniques for radio, television,

and digital technologies. Students will learn skills necessary for audio production and on-air work used in radio and other digital formats. Additionally, experience will be gained in the development of the video production process; including skills in message development, directing, camera, video switcher, and character generator operations.

Mass Media Performance (7137) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Vincennes: BCST 110, BCST 112
Pre-/Co-Requisite: Principles of Radio & TV
Students will study the theory and practice in the voice and visual aspects of radio and television performance. In addition, this course introduces the skills used to acquire and deliver news stories in a digital media format. Students will learn how to research issues and events, interview news sources, interact with law enforcement and government officials, along with learning to write in a comprehensive news style.

Radio and Television Capstone (5992) **(12)** **2 semesters, 6 credits**
Dual Credit with Vincennes: BCST 206
Pre-/Co-Requisite: Radio and Television I
Radio and Television II prepares students for admission to television production programs at institutions of higher learning. Students train on professional equipment creating a variety of video projects. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting and audio.

Welding Technology Pathway - All three courses will be taken at the same time.
Hosted by North Montgomery High School

Principles of Welding Technology (7110) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Vincennes: WELD 100
Principles of Welding Technology includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and basic welding. This course is designed for individuals who intend to make a career as a Welder, Technician, 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 postsecondary and career success.

Shielded Metal Arc Welding (7111) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Vincennes: WELD 102
Pre-/Co-Requisite: Principles of Welding Technology
This course involves the theory and application of the Shielded Metal Arc Welding process. Process theory will include basic electricity, power sources, electrode selection, and all aspects pertaining to equipment operation and maintenance. Laboratory welds will be performed in basic weld joints with a variety of electrodes in the flat, horizontal and vertical positions. Emphasis will be placed on developing the basic skills necessary to comply with AWS industry standards.

Gas Welding Processes (7101) **(11,12)** **2 semesters, 2 credits**
Dual Credit with Vincennes: WELD 103
Pre-/Co-Requisite: Principles of Welding Technology
A course designed to cover the operation of Gas Metal Arc Welding (MIG) equipment. This will include all settings, adjustments and maintenance needed to weld with a wire feed system. Instruction on both short-arc and spray-arc

transfer methods will be covered. Tee, lap, and open groove joints will be done in all positions with solid, fluxcore, and aluminum wire. Test plates will be made for progress evaluation. Schools will have the option to introduce students to both MIG and TIG welding rather than focusing solely on MIG welding.

Year 2

Welding Technology Capstone (5778) **(12)** **2 semesters, 6 credits**
Dual Credit with Vincennes: WELD 104, WELD 105, WELD 106, WELD 108
Pre-/Co-Requisite: Welding Technology I
The Welding Technology Capstone course builds upon the knowledge and skills developed in Welding Fundamentals, Shielded Metal Arc Welding, and Gas Metal Arc Welding by developing advanced welding skills in Gas Tungsten Arc Welding (TIG), Pipe Welding, and Fabrication. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.