FORT WAYNE COMMUNITY SCHOOLS ACADEMIC COURSES & CAREER HANDBOOK 2022-23

www.fortwayneschools.org





Dear Fort Wayne Community Schools students, staff and parents,

I am pleased to present the 2022-23 High School Course Handbook. This publication describes the Fort Wayne Community high school graduation requirements and various options for earning credit toward a high school diploma in FWCS. It has been developed as a resource serving two purposes: the first is to inform students and parents about the requirements for earning a diploma and the second is to outline the courses, policies and procedures to support students in meeting those requirements. Local boards of education have the flexibility to establish high school graduation requirements that meet or exceed these minimum requirements. We hope this information will be valuable to you.

The mission of FWCS is to educate all students to high standards, enabling them to become productive, responsible citizens. For students to reach and succeed in their academic potential, it is important that we provide equitable and rigorous courses that align with current graduation pathways.

At FWCS, We Are Your Schools. We are committed to supporting our students so each of them are career and/or college-bound upon graduation completion.

Yours in Education,

D. Faye Williams-Robbins J.D. Deputy Superintendent

#### MISSION

Fort Wayne Community Schools educates all students to high standards enabling them to become productive, responsible citizens.

#### VISION

Fort Wayne Community Schools will be the school system of choice and a source of community pride.

#### INTRODUCTION

Welcome Message	2
High School Contact Information	6
Graduation Requirements	8
Career Clusters	11

#### **PROGRAMS OF STUDY**

Half-Day Programs	29
Career Pathways at High Schools	30
Northrop	33
North Side	38
Snider	47
South Side	52
Wayne	57
Wayne New Tech	62

#### **CAREER PIPELINES**

Pipelines Intro & Overview	71
Terms & Definitions	72
Next Level Program of Study	74
Education & Training Pipeline	76
Health Sciences Pipeline	86

FORT WAYNE COMMUNITY SCHOOLS 2022-23 ACADEMIC HANDBOOK

#### **COURSE DESCRIPTIONS**

Applied Courses	92
Advanced Placement &	
International Baccalaureate	107
Dual Credit Courses	126
English Language Learners	135

#### **HIGH SCHOOL COURSE OFFERINGS**

Business, Marketing, Information	
Technology & Entrepreneurship	145
Family & Consumer Sciences	160
Fine Arts	172
Health & Wellness	201
Language Arts	203
Mathematics	213
Multidisciplinary	221
Physical Education	228
Science	231
Social Studies	239
Technology & Engineering	247
Work-Based Programs	250
World Languages	252

FORT WAYNE COMMUNITY SCHOOLS 2022-23 ACADEMIC HANDBOOK

HIGH SCHOOL, COLLEGE & CAREER	
PLANNING	262
ATHLETICS	274
PHYSICAL EDUCATION CREDIT	277
FORMS	
PE II WAIVER COMPLETION	278
STUDENT REQUEST FOR COLLEGE CREDIT	279
PASS/FAIL REQUEST	280
REQUEST FOR HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL COURSE	281

OF CONTENTS **TABLE** 

# HIGH SCHOOL CONTACT INFORMATION

2022-23

School Name & Phone Number FWCS Career Academy 260.467.1010	<b>Contact &amp; Title</b> Jesse Webb, <i>Principal</i> Grady Pruitt, <i>Assistant Principal</i> Sandy Adams, <i>Assistant Principal</i> Tamara Searer-Jenkins, <i>Guidance Counselor</i>
North Side High School 260.467.2800	David West, <i>Principal</i> Ashley Finneran, Assistant Principal Matt Liepold, <i>Guidance Coordinator</i>
Northrop High School 260.467.2300	Barb Ahlersmeyer, Principal Katie Jackson, Assistant Principal Robb Robison, Assistant Principal Dante Lowery, Guidance Coordinator
Snider High School 260.467.4600	Chad Hissong, Principal Angela Lockhart, Assistant Principal Derek Leininger, Assistant Principal Adrienne Shroyer, Guidance Coordinator
South Side High School 260.467.2600	Adam Swinford, <i>Principal</i> April Castator, <i>Assistant Principal</i> Christina McKinnis, <i>Guidance Coordinator</i>

# **HIGH SCHOOL CONTACT INFORMATION**

2022-23

School Name & Phone Number	Contact & Title
Fort Wayne Virtual Academy 260.467.7550	Byron Brown, <i>Principal</i> Matthew Lockman, <i>Guidance Counselor</i>
Wayne High School 260.467.6400	John Houser, <i>Principal</i> Chuck DeFord, <i>Assistant Principal</i> Ron Wilkins, Curriculum & Scheduling <i>Guidance</i> <i>Coordinator</i>
<b>Wayne New Tech</b> 260.467.6400	Emily Oberlin, <i>Director</i> Rachel Achenbach, <i>Guidance Counselor</i>
Amp Lab at Electric Works 260.467.7285	Riley Johnson, <i>Director</i>
Additional Contact information	Phone Number
Family and Community Engagement Center	260.467.2120
Transportation	260.467.1900
FWCS Website	www.fortwayneschools.org



#### INFORMATION REGARDING ALL INDIANA DEPARTMENT OF EDUCATION HIGH SCHOOL DIPLOMA REQUIREMENTS

#### CORE 40 (40 Total State Credits Required)

Core 40 requirements involve five directed electives in one or more of the following: World Languages/Fine Arts/Career & Technical Education (CTE). Courses offered in all FWCS high schools include:

- Spanish/French
- Band (Beg, Int, Adv)
- Orchestra (Beg, Int, Adv)
- Vocal Music (Beg, Int, Adv, Show Choir)
- Intro to 2-D
- Intro to 3-D
- Ceramics

\*\*Core 40 requirements involve six elective credits that are recommended to be in a college and career pathway course. These courses are part of our career-focused **Next Level Program of Study** courses.

#### CORE 40 WITH ACADEMIC HONORS (Minimum 47 Total State Credits Required)

*Complete all requirements for Core 40.* 

\*Core 40 with Academic Honors requirements involve 6-8 Core 40 world language credits (six credits in one language or four credits each in two languages), as well as two Core 40 fine arts credits.

Courses offered in all FWCS high schools include, but are not limited to:

- Spanish/French
- Band (Beg, Int, Adv)
- Orchestra (Beg, Int, Adv)
- Vocal Music (Beg, Int, Adv, Show Choir)
- Intro to 2-D
- Intro to 3-D
- Ceramics



#### INFORMATION REGARDING ALL INDIANA DEPARTMENT OF EDUCATION HIGH SCHOOL DIPLOMA REQUIREMENTS

#### CORE 40 WITH ACADEMIC HONORS (Cont.)

\*\* Core 40 with Academic Honors requirements involve six elective credits that are recommended enrollment in a college and career pathway course. These courses are part of our career-focused Next Level Program of Study courses.

#### Students must:

- Earn a grade of a "C" or better in courses that count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
- A. Earn four credits in 2 or more AP courses AND take the corresponding AP Exam.
- B. Earn six verifiable transcripted college credits from the approved dual credit list in dual credit courses.

#### CORE 40 WITH ACADEMIC HONORS (Cont.)

- c. Earn two of the following:
  - Minimum of three verifiable transcripted college credits from the approved dual credit list.
  - 2. 2 credits in AP courses and corresponding AP exams.
  - 2 credits in IB standard level courses and corresponding IB exams.
- D. Earn a composite score of 1250 or higher on SAT - minimum 560 -Math; 590 on EWR
- E. Earn an ACT composite score of 26 or higher and complete the written section.
- F. Earn 4 credits in IB courses and take corresponding IB exams.



#### INFORMATION REGARDING ALL INDIANA DEPARTMENT OF EDUCATION HIGH SCHOOL DIPLOMA REQUIREMENTS

#### CORE 40 WITH TECHNICAL HONORS (Minimum 47 State Credits Required)

*Complete all requirements for Core 40.* 

\*Core 40 requirements involved five directed electives in one or more of the following: World Languages/Fine Arts/Career & Technical Education (CTE). Courses offered in all FWCS high schools include:

- Spanish/French
- Band (Beg, Int, Adv)
- Orchestra (Beg, Int, Adv)
- Vocal Music (Beg, Int, Adv, Show Choir)
- Intro to 2-D
- Intro to 3-D
- Ceramics

Earn a grade of "C" or better in courses that will count toward the diploma.

Have a grade point average of a "B" or better.

### CORE 40 WITH TECHNICAL HONORS (Cont.)

Earn six credits in college and career preparation courses in a stateapproved College & Career Pathway and one of the following:

- Pathway designated industry-based certification or credential, or
- Pathway dual credits from the approved dual credit list results in six transcripted college credits.

#### Complete one of the following:

- 1. Any one of the options (A-F) of the Core 40 Academic Honors.
- Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.



### **CAREER CLUSTERS**

Indiana's economy has a skills gap. Currently, 58% of the jobs in Indiana require more than a high school diploma but less than a four-year degree. Only 47% of the Indiana workforce is trained to this level.

This career cluster framework helps students discover their interests and passions by empowering them to choose the educational pathway that can lead to a future career.

Career Clusters can help students better focus their education plans to fulfill the demands of their future career pathways.



#### **The Sixteen Career Clusters**



Agriculture, Food & Natural Resources



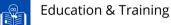
Architecture & Construction



Arts, A/V Technology & Communications



**Business Management & Administration** 

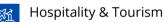




**Government & Public Administration** 



**Health Sciences** 





Human Services

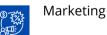


Information Technology

Law, Public Safety, Corrections & Security



Manufacturing





**€**₽

Science, Technology, Engineering & **Mathematics** 

Transportation, Distribution & Logistic



# AGRICULTURE, FOOD & NATURAL RESOURCES

#### **Agriculture, Food & Natural Resources**

The Agriculture, Food and Natural Resources cluster is about using your love of science, the environment or animals to prepare for careers that involve improving the quality and safety of food, cultivating and preserving our natural resources, and caring for animals.

#### Careers in this Career Cluster

- Agribusiness Systems
- Animal Systems
- Nursery and Greenhouse Manager
- Food Products & Processing Systems
- Natural Resources Systems
- Plants Systems
- Power, Structural & Technical Systems
- Architecture & Construction

#### Average Salary range

\$18,710 - \$116,840

#### **College Majors**

- Plant & Food Science
- Agricultural Economics
- Agribusiness/Agricultural Business Management
- Animal Training
- Agricultural Communications
- Animal Health
- Landscaping and Groundskeeping
- Chemistry, Biology, Microbiology, Physics

- Bank/Loan Office for Agriculture
- Dog/Pet Grooming
- Animal Scientists
- Agricultural Engineers
- Agricultural Products BuyerDistributor
- Agricultural Economist
- Sales Manager
- Biological Technicians



# ARCHITECTURE & CONSTRUCTION



#### **Architecture & Construction**

The Architecture and Construction cluster is about using your skills in design, planning and management to work in careers building and maintaining structures such as buildings, homes, bridges, or machinery. Work opportunities include developing new structures, restorations, additions, alterations, and repairs. Construction is the pathway with the highest number of employment opportunities.

#### Careers in this Career Cluster

- Construction
- Design/Pre-Construction
- Maintenance/Operations

#### **Average Salary range**

\$23,940 - \$84,410

#### **College Majors**

- Construction Trade
- Architecture
- Construction Engineering
- Real Estate Development

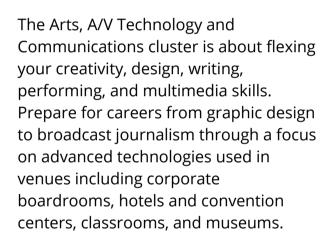
- Brickmasons
- Crane and Tower Operators
- Sheet Metal Worker
- Roofer, Construction Managers





# ARTS, A/V TECHNOLOGY & COMMUNICATION

#### Arts, A/V Technology & Communication



#### Careers in this Career Cluster

- A/V Technology & Film
- Journalism & Broadcasting
- Producers and Directors
- Printing Technology
- Telecommunications
- Graphic Designers

#### Average Salary range

\$24,220 - \$83,000

#### **College Majors**

- Environmental Design
- Journalism
- Museology/Museum Studies
- Music
- Physics
- Visual and Performing Arts, General
- Graphic Communications

#### Occupations Related to Pathway

- Actors
- Editors
- Graphic Designer
- Musician and Singers
- Dancers
- News Anchor
- Photographer

PAGE 14



# **BUSINESS MANAGEMENT** & ADMINISTRATION

#### **Business Management & Administration**

Business Management and Administration careers use your organizational and leadership skills to prepare for careers where you plan, direct and evaluate operations to run a successful business. There are a variety of career opportunities available including hiring staff, analyzing data and launching your own start-up.

#### Careers in this Career Cluster

- Administrative Support
- Business Information Management
- General Management
- Human Resources Management
- Operations Management

#### **Average Salary range**

\$22,480 - \$171,610

#### **College Majors**

- Accounting
- Business Administration
- Computer Science
- Economics
- Design and Applied Arts
- Marketing

- Bank/Loan Office
- Data Entry Keyers
- Fundraisers
- Compliance Managers
- Loss Prevention Managers
- Chief Executives



# **EDUCATION & TRAINING**

#### **Education & Training**

The Education and Training career cluster includes teacher, tutor and instructor roles. This area also employs counselors, school psychologists and speech-language pathologists who offer support and guidance to students.

This career cluster may be of interest to people who have strong leadership skills or want to act as role models for younger people. If you aspire to work in this field, it will be beneficial to have a passion for the subject you'll teach.

#### Careers in this Career Cluster

- Administration & Administrative Support
- Professional Support Services
- Teaching/Training
- College Professor

#### Average Salary range

\$24,000 - \$105,080

#### **College Majors**

- American Sign Language
- Education
- Curriculum and Instructions
- Liberal Arts and Sciences, General Studies and Humanities
- Air Transportation

- Librarians
- Secondary/Postsecondary Educator
- Tutor
- Teacher Assistant
- Archivists





# FINANCE



#### Finance

The roles in the Finance cluster are auditor, financial analyst, treasurer, economist, bank worker, debt counselor or insurance professional. Many of the jobs in the Finance career cluster require a bachelor's degree or specialized certifications. For example, getting a Certified Public Accountant or Certified Internal Auditor license may be helpful for certain roles.

The typical work environment is an office, an accounting studio or a tax collecting agency. The workers in this field usually have strong math skills and the ability to explain difficult concepts to customers who don't work in the field.

#### Careers in this Career Cluster

- Accounting
- Banking Services
- Business Services
- Business Finance
- Insurance
- Securities & Investment

#### Average Salary range

\$25,390 - \$112,700

#### **College Majors**

- Human Resource Management
- Economics
- Marketing
- Mathematics
- Real Estates
- Accounting and Computer Science
- Business

- Accountants and Auditors
- Insurance Agent
- Bank/Loan Office
- Personal Financial Advisor
- Budget Director
- Loan Officer
- Underwriter



# GOVERNMENT & PUBLIC ADMINISTRATION

#### **Goverment & Public Administration**

The Government and Public Administration cluster is about using your passion for public service to prepare to work in a diverse array of jobs found in local, state and federal government. Virtually every occupation can be found within this field. You may help protect our country, represent our interests abroad, or pass and enforce laws.

#### Careers in this Career Cluster

- Foreign Service
- Governance
- National Security
- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation

#### Average Salary range

\$20,620 - \$76,890

#### **College Majors**

- Military
- Criminology
- History
- Human Services
- Insurance
- Law
- Legal Support
- Air Transportation

- Legislators
- Construction and Building Inspectors
- Court, Municipal and License Clerks
- Transportation Inspectors
- Tax Examiners and Collectors
- Compliance Officers
- Agricultural Inspectors



# HEALTH SCIENCE



#### **Health Science**

The Health Science cluster is about using your love of science to help keep people healthy and treat those who are not. Work directly with people as a doctor or physical therapist or on your own by conducting research on diseases and other important health information. This field allows you to work in diverse environments such as hospitals, medical and dental offices, or labs.

#### Careers in this Career Cluster

- Biotechnology Research
- Diagnostic Services
- Registered Nurse,
- Support Services, Medical Assistant
- Therapeutic Services

#### **College Majors**

- Biomedical
- Chiropractic
- Chemitry
- Dentistry
- Nursing
- Animal Science

#### Occupations Related to Pathway

- Anesthesiologists
- Athletic Trainers
- Chiropractors
- Home Health Aides
- Medical Assistants
- Nurse Practitioners
- Neurologists

#### **Average Salary range**

\$21,020 - \$187,200



# **HOSPITALITY & TOURISM**



#### **Hospitality & Tourism**

Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

#### Careers in this Career Cluster

- Lodging
- Recreation, Amusement & Attractions
- Restaurants & Food/Beverages Services
- Travel & Tourism

#### **Average Salary range**

\$18,330 - \$66,200

#### **College Majors**

- Film/Video
- Foods, Nutrition, and Related Services
- Health and Physical Education/Fitness
- Marketing
- Parks, Recreation and Leisure Facilities Management

- Hotel, Motel, and Resort Desk Clerks
- Dishwashers
- Fast Food Cooks
- Hotel, Motel, and Resort Desk Clerks
- Lodging Managers





# HUMAN SEVICES



#### **Human Sevices**

The Human Services cluster uses your skills in communication and problem solving to provide support to families and individuals with services from working in early childhood care to providing mental health services for older adults. This diverse Career Cluster allows you to work in a variety of settings including health care, spas, schools, and community centers.

#### Careers in this Career Cluster

- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services

#### Average Salary range

\$18,510 - \$80,330

Pipelines Intro & Overview

#### **College Majors**

- Business Administration
- Human Resources Management
- Psychology
- Public Health
- Sociology
- Human Development, Family Studies, and Related Services

- Marriage and Family Therapists
- Health Educator
- Childcare Workers
- Clergy
- Massage Therapists
- Hairdressers and Cosmetologists



# INFORMATIONAL TECHNOLOGY (IT)



#### Informational Technology (IT)

The Information Technology cluster uses your love of technology to learn how to design, develop and manage different types of software and hardware programs. Though this field requires a solid foundation in math and science as well as strong technical skills, there are careers in information technology in virtually every part of the economy.

#### Careers in this Career Cluster

- Information Support & Services
- Network Systems
- Programming & Software Development
- Web & Digital Communications

#### **Average Salary range**

\$46,620 - \$101,410

#### **College Majors**

- Computer Science
- Educational/Instructional Media Design
- Electrical Engineering Technologies/Technicians
- Aerospace, Aeronautical and Astronautical Engineering
- Informational Technology

- Computer Programmers
- Network and Computer Systems Administrators
- Systems Software Developers
- Telecommunications Engineering Specialists
- Video Game Designers



# LAW, PUBLIC SAFTEY, CORRECTIONS & SECURITY

#### Law, Public Safety, Corrections & Security

The Law, Public Safety, Corrections and Security cluster uses your love of people and passion for your community to prepare for careers in law, public safety and security. Responsibilities may include protecting people from harm, crime or natural disasters. Job opportunities range from public safety officers to legal services.

#### **College Majors**

- Criminology
- Army ROTC, Military Science and Operations
- Law
- Social Work
- Sociology

#### Careers in this Career Cluster

- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Lawyer, Judge, Magistrate
- Security & Protective Services

#### **Average Salary range**

\$19,040 - \$118,150

- Animal Control Workers
- Arbitrators, Mediators, and Conciliators
- Bailiffs
- Correctional Officers and Jailers
- Fish and Game Wardens
- Lawyers



# MANUFACTURING



#### Manufacturing

The Manufacturing cluster uses your skills in planning and organization along with your love of technology, engineering and design to work in careers processing materials into products. Careers also include related professional and technical support activities such as production planning, production design, maintenance, and engineering.

#### Careers in this Career Cluster

- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Maintenance, Installation & Repair
- Manufacturing Producation Process Dev.
- Producation
- Quality Assurance
- Architecture and Engineering Occupations

#### Average Salary range

\$21,490 - \$78,350

#### **College Majors**

- Boilermakers
- Civil Engineering
- Construction Engineering
- Woodworking
- Quality Control
- Mining
- Industrial Production

- Aerospace Engineering
- Aircraft Structure and Systems Assembler
- Automotive Engineering
- Butcher and Meat Cutter



# MARKETING



#### Marketing

The Marketing cluster flexes your creative skills for a career in advertising, public relations, sales, or planning. This Career Cluster will prepare you to work on projects such as promotional campaigns, event planning and new sales techniques.

#### Careers in this Career Cluster

- Marking Communication
- Marketing Managment
- Marketing Research
- Merchandising
- Professional Sales

#### **Average Salary range**

\$21,490 - \$78,350

#### **College Majors**

- Business
- Family and Consumer Economics
- Human Resources
- Insurance
- Marketing
- Digital Marketing

- Advertising and Sales
- Real Estate
- Sales Engineers
- Wholesale
- Marketing Director





### SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS



Science, Technology, Engineering & Mathematics

The Science, Technology, Engineering and Mathematics cluster uses your abilities in problem solving and prepares for careers using science, technology, engineering and math (STEM) skills. People in this Career Cluster conduct in-depth research to provide solutions to a variety of technical problems within many different fields. A postsecondary degree and relevant work experience are necessary to succeed in this field.

#### Careers in this Career Cluster

- Engineering & Technology
- Science & Mathematics

#### **College Majors**

- Zoology
- Animal Biology
- System Engineering
- Statistics
- Nuclear Engineering
- Nutrition Science

#### Occupations Related to Pathway

- Anthropologists and Archeologists
- Architectural and Engineering Managers
- Astronomers
- Atmospheric and Space Scientists
- Automotive Engineers
- Biochemical Engineers
- Biochemists and Biophysicists
- Bioinformatics Scientists
- Biostatisticians
- Cartographers and Photogrammetrists
- Chemical Engineers
- Chemists
- Clinical Data Managers
- Computer Hardware Engineers
- Computer and Information Scientists
- Conservation Scientists
- Economists
- Electrical Engineers
- Electronics Engineers

#### Average Salary range

\$38,310 - \$132,320



### TRANSPORTATION, DISTRIBUTION & LOGISICS

#### **Transportation, Distribution & Logisics**

The Transportation, Distribution and Logistics cluster uses your knowledge of mechanics, mathematics and design to work in careers you plan, manage and move everything from people to company products through a range of transportation services. In this field, you are involved in the logistics of all modes of transportation from road to rail to air to water.

#### Careers in this Career Cluster

- Facility & Mobile Equipment Maintainance
- Health, Safety & Environmental Management
- Logostics Planning & Management Services
- Sales & Service
- Transportation Operations
- Transportation Systems/Infastructure
- Planning, Management & Regulation
- Warehousing & Distrubution Center Operations

#### **College Majors**

- Air Transportation
- Civil Engineering
- Hospitality Administration
- Marine Transportation
- Mechanical Engineering

#### Occupations Related to Pathway

- Air Traffic Controller
- Automotive and Watercrafter Service
- Captain
- Dispatcher
- Courier and Messenger
- Bus and Truck Mechanic

#### **Average Salary range**

\$19,500 - \$121,280

FORT WAYNE COMMUNITY SCHOOLS

# PROGRAMS OF STUDY 2022-23

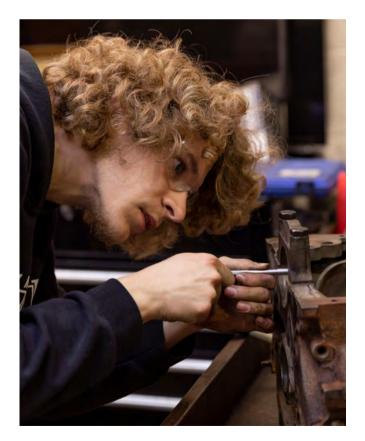




### HALF-DAY PROGRAMS

Fort Wayne Community Schools offers two unique half-day programs for students in the eleventh and twelfth grades. These programs offer students the opportunity for an immersive, hands-on experience that propels students towards industry-related careers or post-secondary training and education. At the FWCS Career Academy or Amp Lab at Electric Works, students have the opportunity to work directly with community partners, earn dual credits, and pursue industry certifications. Students interested can apply to either program via their counselor during each respective application period.

To learn more about either the program options or course offerings at the FWCS Career Academy or Amp Lab at Electric Works, click on the buttons to access their handbooks below.



#### **FWCS Career Academy**

The FWCS Career Academy serves all Allen County high schools and offers over 20 unique career and technical education (CTE) programs to provide students with access to training, experiences, and certifications connected to a specific industry. Whether in the culinary arts, construction trades, information technology, or health careers, students can gain fundamental skills to successfully step into the workforce or pursue post-secondary training.

<u>Click here to access the Career Academy</u> <u>Program Guide</u>

#### Amp Lab at Electric Works

The Amp Lab at Electric Works is a problemsolving design think tank that marries entrepreneurial thinking, innovative mindsets, and creative processes with industry-based skillsets to amplify ideas, solutions, and connections in the community with real partners around real problems. Set on the transformative campus of Electric Works, students will have the opportunity to turn their interests and passions into a path for future success.

<u>Click here to access more information</u> <u>about Amp Lab</u>



# CAREER PATHWAYS AT HIGH SCHOOLS

Students across the five high schools in Fort Wayne Community Schools have the opportunity to engage in a variety of Pathways that lead to both post-secondary education opportunities and potential careers. Pathways are offered to meet student demand and interests, as well as, support students transition into careers in the modern economy. Below, you will find an outline of the current pathways offered at each high school. Please note, that pathways are subject to change and additional pathways may be offered in the future.

#### **NORTH SIDE**

- Accounting
- Business Administration
- Civic Arts
- Computer Science
- Digital Design
- Early College
- Education Careers
- Human & Social Services
- Industrial Maintenance
- Marketing & Sales

#### NORTHROP

- Biomedical Sciences & Technology
- Cybersecurity
- Engineering
- Education Careers
- Hospitality Management
- Interior Design
- Marketing & Sales

#### SNIDER

- Biomedical Science & Technology
- Business Administration
- Civic Arts
- Computer Science
- Digital Design
- Education Careers
- Exercise Science
- Marketing & Sales
- Radio & TV Broadcasting

#### SOUTH SIDE

- Accounting
- Computer Science
- Hospitality Management
- Human & Social Services
- International Baccalaureate
- Interior Design
- Marketing & Sales
- Radio & Television

#### WAYNE

- Business Administration
- Business Operations & Technology
- Civic Arts
- Computer Science
- Early College
- Entrepreneurship
- Marketing & Sales

#### WAYNE NEW TECH

- Biomedical Science & Technology
- Civic Arts
- Computer Science
- Engineering



# **PROGRAMS OF STUDY**

FWCS offers specialized Programs of Study at each of its five high schools, including the prestigious International Baccalaureate (IB) program at South Side, the New Tech Academy and Early College at Wayne, Project Lead the Way-Engineering at Northrop, Project Lead the Way-Biomedical Sciences at Snider and Early College as well as Global Studies/World Languages at North Side.

38 42
47
52



Early College/Business - Ivy Tech	57
New Tech Academy /Project Lead	62
the Way - Engineering	
Project Lead the Way - Biomedical	66

PAGE 31





#### **9TH GRADE**

CORE 40 WITH ACADEMIC HONORS
English Language Arts <ul> <li>English 9/English 9 Honors</li> </ul>
Math <ul> <li>Algebra I/Algebra I</li> <li>Honors/Algebra II/</li> </ul> <li>Algebra II Honors</li>
Social Studies • World History or Geography/History of the World
Science <ul> <li>Biology/Biology Honors</li> </ul>
PE/Preparing for College and Career Course
World Language/Fine Arts
PLTW - Introduction to Engineering Design (Dual Credit - Ivy Tech)



#### **10TH GRADE**

CORE 40 WITH ACADEMIC HONORS
<ul><li>English Language Arts</li><li>English 10/English 10 Honors</li></ul>
Math <ul> <li>Algebra II/Algebra II</li> <li>Honors/Geometry/</li> <li>Geometry Honors</li> </ul>
Social Studies • World History or Geography/History of the World/AP World History
Science <ul> <li>Chemistry/AP Chemistry</li> </ul>
PEII/Health Courses
World Language/Fine Arts
PLTW - Principles of Engineering & Civil Engineering & Architecture (Dual Credit - Ivy Tech)



#### **11TH GRADE**

CORE 40 WITH ACADEMIC HONORS
<ul><li>English Language Arts</li><li>English 11/English 11 Honors/AP English Language &amp; Composition</li></ul>
Math <ul> <li>Geometry/Geometry Honors/Pre- Calc/Pre-Calc &amp; Trig Honors/Dual Credit Pre-Calc &amp; Trigonometry/AP Calculus AB</li> </ul>
Social Studies • US History/US History Honors/Dual Credit US History
Science • Chemistry II/Dual Credit Chemistry/Anatomy & Physiology
SAT Prep Course
World Language/Fine Arts
PLTW - Civil Engineering & Architecture



#### **12TH GRADE**

CORE 40 WITH ACADEMIC HONORS
<ul> <li>English Language Arts</li> <li>English 12/English 12 Honors/Dual Credit English I (Purdue, Fort Wayne)</li> </ul>
Math <ul> <li>Geometry/Geometry Honors/AP Calc</li> <li>&amp; Trig/Pre-Calc &amp; Trig Honors/Dual</li> <li>Credit Pre-Calc &amp; Trig/AP Calculus AB</li> </ul>
Social Studies • US Government/Economics/ AP US Government
<ul> <li>Science</li> <li>Dual Credit Chemistry/Dual Credit Biology/Chemistry II/Anatomy &amp; Physiology</li> </ul>
World Language/Fine Arts





CORE 40 (40 Total State	CORE 40 WITH ACADEMIC HONORS
Credits Required)	(Minimum 47 state credits required)
English Language Arts	English Language Arts
• English 9	• English 9/English 9 Honors
Math • Algebra I	Math • Algebra I/Algebra I Honors/Algebra II/ Algebra II Honors
Social Studies	Social Studies
• World History	• World History
Science	Science
• Biology	• Biology/Biology Honors/AP Biology
PE/Preparing for College and Career	PE/Preparing for College and Career
Course	Course
World Language/Fine Arts	World Language/Fine Arts



### **10TH GRADE**

CORE 40 (40 Total State Credits Required)	CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
<ul><li>English Language Arts</li><li>English 10</li></ul>	English Language Arts • English 10/English 10 Honors
Math • Algebra II	Math • Algebra II/Algebra II Honors/ Geometry/ Geometry Honors
<ul><li>Science</li><li>Chemistry/Physics/ICP</li></ul>	Science • Chemistry/Physics
PEII/Health Courses	PEII/Health Courses
World Language/Fine Arts	World Language/Fine Arts



CORE 40 (40 Total State Credits Required)	CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
English Language Arts • English 11	<ul> <li>English Language Arts</li> <li>English 11/English 11 Honors/AP English Language &amp; Composition</li> </ul>
Math • Geometry	Math • Geometry/Geometry Honors/Pre-Calc & Trig/Pre-Calc & Trig Honors/Dual Credit Pre-Calc & Trigonometry/AP Calculus AB
Social Studies <ul> <li>Dual Credit US History</li> </ul>	Social Studies • Dual Credit US History
Science <ul> <li>Any Core 40 Science Course</li> </ul>	Science • Dual Credit Chemistry
SAT Prep Course	SAT Prep Course
World Language/Fine Arts	World Language/Fine Arts



CORE 40 (40 Total State Credits Required)	CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
English Language Arts <ul> <li>English 12</li> </ul>	<ul> <li>English Language Arts</li> <li>English 12/English 12 Honors/AP English Literature &amp; Composition/Dual Credit English I</li> </ul>
Math • Pre- Calculus/Trigonometry	Math <ul> <li>Pre-Calc. or Trig/Pre-Calc. &amp; Trig</li> <li>Honors/Dual Credit Pre-Calc. &amp;</li> <li>Trig/AP Calculus AB/AP Calculus</li> <li>BC/AP Statistics</li> </ul>
Social Studies <ul> <li>Dual Credit Government/Economics</li> </ul>	Social Studies • Dual Credit Government/Economics
Science <ul> <li>Any Core 40 Science Course</li> </ul>	Science • Dual Credit Chemistry
World Language/Fine Arts	World Language/Fine Arts



### NORTH SIDE - EARLY COLLEGE - VINCENNES UNIVERSITY



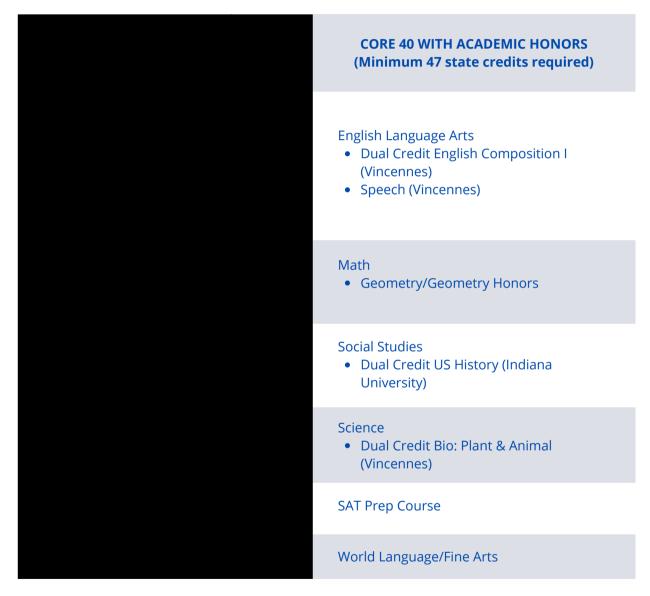


### NORTH SIDE - EARLY COLLEGE - VINCENNES UNIVERSITY





### NORTH SIDE - EARLY COLLEGE - VINCENNES UNIVERSITY





### **NORTH SIDE -**EARLY COLLEGE - VINCENNES UNIVERSITY

CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
<ul> <li>English Language Arts</li> <li>Dual Credit English Composition II (Vincennes)</li> <li>Dual Credit Speech (Vincennes)</li> </ul>
Math <ul> <li>Dual Credit College Algebra and Trig (IU-ACP)</li> </ul>
<ul> <li>Social Studies</li> <li>Dual Credit US Government (IU-ACP)</li> <li>Economics (Purdue, Fort Wayne)</li> <li>Dual Credit Psychology (Vincennes)</li> </ul>
<ul> <li>Science</li> <li>Core 40 Science Credit</li> <li>Dual Credit Bio: Plant &amp; Animal (Vincennes)</li> </ul>
World Language/Fine Arts
Dual Credit Art Appreciation (Vincennes)



Spide



### **SNIDER- PROJECT LEAD THE** WAY - BIOMEDICAL

### **9TH GRADE**

CORE 40 (40 Total State	CORE 40 WITH ACADEMIC HONORS
Credits Required)	(Minimum 47 state credits required)
English Language Arts	English Language Arts
• English 9	• English 9/English 9 Honors
Math • Algebra I	Math • Algebra I/Algebra I Honors/Algebra II/ Algebra II Honors
Social Studies <ul> <li>Geography/History of the World</li> </ul>	Social Studies • Geography/History of the World
Science	Science
• STS or BioMed	• STS or BioMed
PE/Preparing for College and Career	PE/Preparing for College and Career
Course	Course
World Language/Fine Arts	World Language/Fine Arts
CTE Principles Course - PLTW Principals	CTE Principles Course - PLTW Principals of
of Biomedical Sciences	Biomedical Sciences



### SNIDER - PROJECT LEAD THE WAY - BIOMEDICAL

### **10TH GRADE**

CORE 40 (40 Total State Credits Required)	CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
English Language Arts • English 10	English Language Arts • English 10/English 10 Honors
Math • Algebra II	Math • Algebra II/Algebra II Honors/Geometry/ Geometry Honors
Social Studies <ul> <li>Geography/History of the World</li> </ul>	Social Studies • Geography/History of the World
Science • Chemistry/Physics/ICP	Science <ul> <li>Chemistry/AP Chemistry</li> </ul>
PEII/Health Courses	PEII/Health Courses
World Language/Fine Arts	World Language/Fine Arts
CTE Course - Concentrator A PLTW Human Body Systems	CTE Course - Concentrator A PLTW Human Body Systems



### SNIDER - PROJECT LEAD THE WAY - BIOMEDICAL

CORE 40 (40 Total State Credits Required)	CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
English Language Arts • English 11	English Language Arts • English 11/English 11 Honors/AP English Language & Composition
Math • Geometry	Math • Geometry/Geometry Honors/Pre-Calc. & Trig/Pre-Calc. & Trig Honors/Dual Credit Pre-Calc. & Trigonometry/ AP Calculus AB
Social Studies <ul> <li>US History</li> </ul>	Social Studies • US History/US History Honors/AP US History/ Dual Credit US History
Science <ul> <li>Any Core 40 Science Course</li> </ul>	Science • AP Chemistry • AP Biology
SAT Prep Course	SAT Prep Course
World Language/Fine Arts	World Language/Fine Arts
CTE Course - Concentrator B PLTW Medical Interventions	CTE Course - Concentrator B PLTW Medical Interventions



#### **SNIDER -**

#### **PROJECT LEAD THE WAY - BIOMEDICAL**

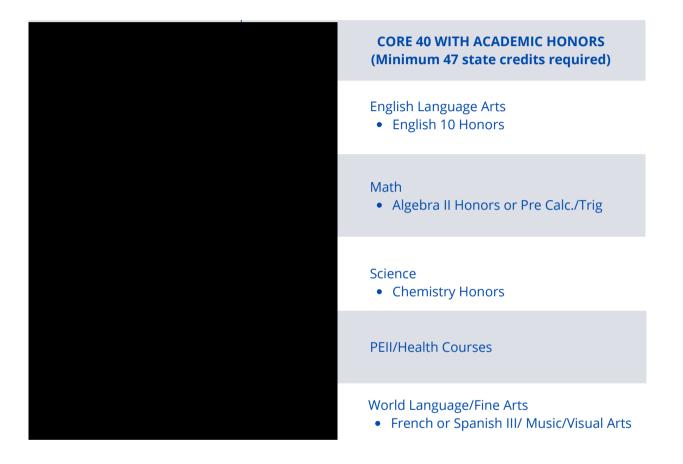
CORE 40 (40 Total State Credits Required)	CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
English Language Arts • English 12	English Language Arts • English 12/English 12 Honors/AP English Language & Composition/Dual Credit English I
Math • Pre-Calc./Trig	Math <ul> <li>Pre-Calc. &amp; Trig/Pre-Calc. &amp; Trig</li> <li>Honors/Dual Credit Pre-Calc. &amp; Trig/</li> <li>AP Calculus AB/AP Calculus BC/</li> <li>AP Statistics</li> </ul>
Social Studies <ul> <li>US Government/ Economics</li> </ul>	Social Studies • US Government/Economics/ AP US Government/AP Micro-Economics/Dual Credit US Gov./Dual Credit Micro-Economics
Science <ul> <li>Any Core 40 Science Course</li> </ul>	Science • AP Chemistry • AP Biology
World Language/Fine Arts	World Language/Fine Arts





CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
<ul><li>English Language Arts</li><li>English 9 Honors</li></ul>
Math • Geometry Honors/Algebra II Honors
<ul><li>Social Studies</li><li>World History</li><li>Dual Credit World History</li></ul>
Science <ul> <li>Biology Honors</li> </ul>
PE/Preparing for College and Career Course
<ul><li>World Language/Fine Arts</li><li>French or Spanish II/ Music/ Visual Arts</li></ul>
Elective











CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
<ul><li>English Language Arts</li><li>IB Language A1</li></ul>
Math Pre-Calc. or Trig/Pre-Calc. & Trig Honors/Dual Credit Pre-Calc. & Trig/ AP Calculus AB/AP Calculus BC/ AP Statistics
Social Studies • IB History 3 & 4 • AP Economics
Science • IB Biology 3 & 4 or IB Chemistry 3 & 4
<ul> <li>World Language/Fine Arts</li> <li>IB French or IB Spanish/Music/Visual Arts (standard level or higher)</li> </ul>
Elective • IB Philosophy • IB Psychology

## HAYNE HUME OF THE GENERALS



### WAYNE - EARLY COLLEGE -IVY TECH

### **9TH GRADE**

CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
<ul><li>English Language Arts</li><li>English 9/English 9 Honors</li></ul>
Math • Algebra I/Algebra I Honors/ Algebra II/Algebra II Honors
Social Studies • Geography & History of the World
Science • Biology/Biology Honors
PE/Preparing for College and Career Course
World Language/Fine Arts
Business Operations, Applications and Technology (semester only) Dual Credit – Ivy Tech
Intro to Microcomputers Dual Credit (semester only) – Ivy Tech



### WAYNE - EARLY COLLEGE -IVY TECH

CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
English Language Arts • English 10
Math <ul> <li>Algebra II/Algebra II Honors/ Geometry/Geometry Honors</li> </ul>
Social Studies <ul> <li>AP World History</li> </ul>
Science • Chemistry/Honors Chemistry
PEII/Health Courses
World Language/Fine Arts
Principles of Marketing Dual Credit (Semester) Ivy Tech and Principles of Management (semester) Ivy Tech Dual Credit



### WAYNE - EARLY COLLEGE -IVY TECH

#### **11TH GRADE**

CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
<ul> <li>English Language Arts</li> <li>English 11/AP Literature/Dual Credit English Composition (year long)</li> </ul>
Math • Geometry/Geometry Honors/Pre- Calc & Trig/ Dual Credit Pre-Calc & Trigonometry
<ul><li>Social Studies</li><li>US History/US History Honors</li></ul>
<ul> <li>Science</li> <li>Dual Credit Chemistry II/ Anatomy &amp; Physiology/ Earth &amp; Space Science</li> </ul>
Dual Credit Psychology (semester)
World Language/Fine Arts
<ul> <li>Entrepreneurial Foundations (semester) Ivy Tech Dual Credit and Entrepreneurial Mindset (semester) Ivy Tech Dual Credit OR</li> <li>Principles of Selling (semester) Ivy Tech Dual Credit and Intro to Marketing Research (semester) Ivy Tech Dual Credit</li> </ul>



### WAYNE - EARLY COLLEGE - IVY TECH

CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
<ul> <li>English Language Arts</li> <li>Dual Credit Rhetoric &amp; Argument (semester)/Dual Credit Intro to Literature (semester)</li> </ul>
Math <ul> <li>Pre-Calc &amp; Trig/Dual Credit Pre-Calc &amp; Trig/AP Calculus AB/ Dual Credit Quantitative reasoning (semester)/Statistics</li> </ul>
<ul> <li>Social Studies</li> <li>US Govt/Economics/AP US Government/AP Micro-economics</li> </ul>
<ul> <li>Science</li> <li>Dual Credit Chemistry II/ Anatomy &amp; Physiology/ Earth &amp; Space Science</li> </ul>
World Language/Fine Arts
<ul> <li>New Venture Launch (semester) lvy Tech Dual Credit and Small Business Operations (semester) lvy Tech Dual Credit OR</li> <li>Consumer Behavior (semester) lvy Tech Dual Credit</li> </ul>

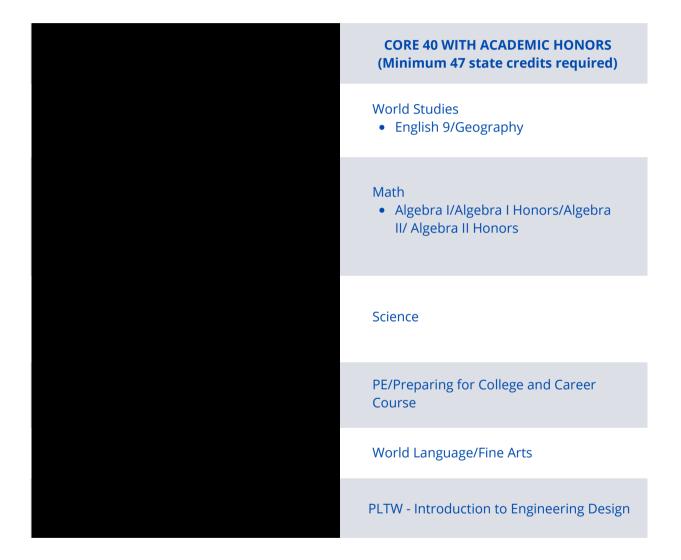


New Tech Academy





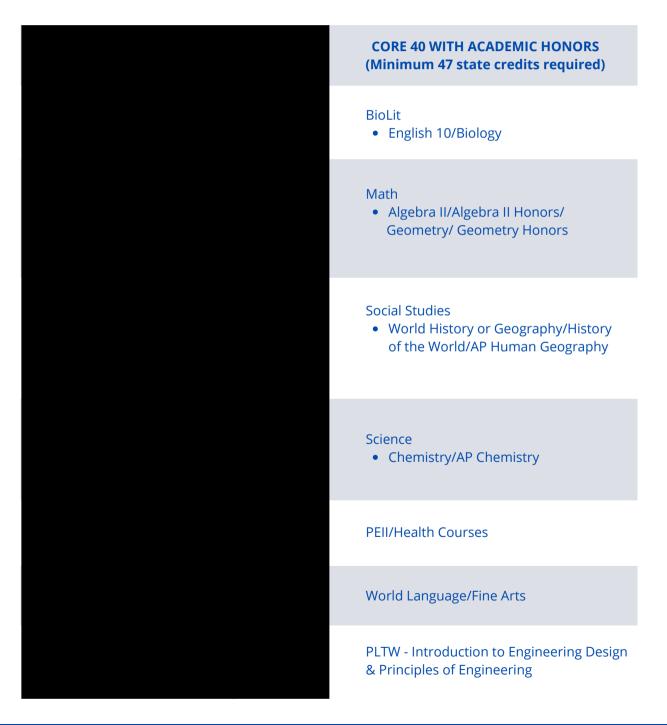
### WAYNE NEW TECH- PROJECT LEAD THE WAY - ENGINEERING





### WAYNE NEW TECH - PROJECT LEAD THE WAY - ENGINEERING

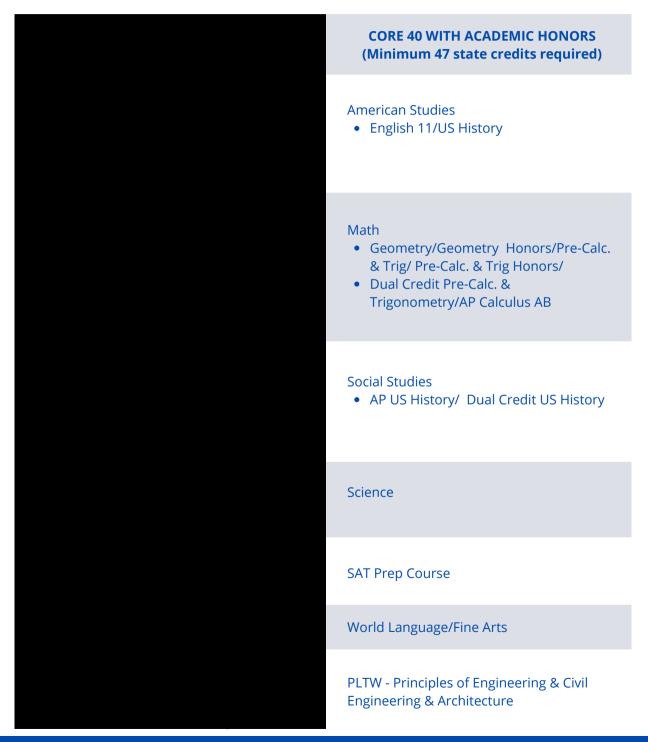
### **10TH GRADE**





### WAYNE NEW TECH - PROJECT LEAD THE WAY - ENGINEERING

#### **11TH GRADE**





### WAYNE NEW TECH - PROJECT LEAD THE WAY - ENGINEERING

#### **12TH GRADE**

CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
<ul> <li>English Language Arts</li> <li>English 12/English 12 Honors/AP</li> <li>English Literature &amp; Composition/Dual</li> <li>Credit English I</li> </ul>
Math Pre-Calc. or Trig/Pre-Calc. & Trig Honors/Dual Credit Pre-Calc. & Trig/ AP Calculus AB/AP Calculus BC/AP Statistics
Social Studies • US Government/ Economics/AP US Government/AP Micro-Economics/Dual Credit US Gov./Dual Credit Micro- Economics
Science • AP Chemistry • AP Biology
World Language/Fine Arts
PLTW - Civil Engineering & Architecture



### WAYNE NEW TECH- PROJECT LEAD THE WAY - BIOMEDICAL

CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
<ul><li>World Studies</li><li>English 9/Geography</li></ul>
Math • Algebra I/Algebra I Honors/Algebra II/ Algebra II Honors
Science
PE/Preparing for College and Career Course
World Language/Fine Arts
PLTW - Principles of Biomedical



### WAYNE NEW TECH - PROJECT LEAD THE WAY - BIOMEDICAL

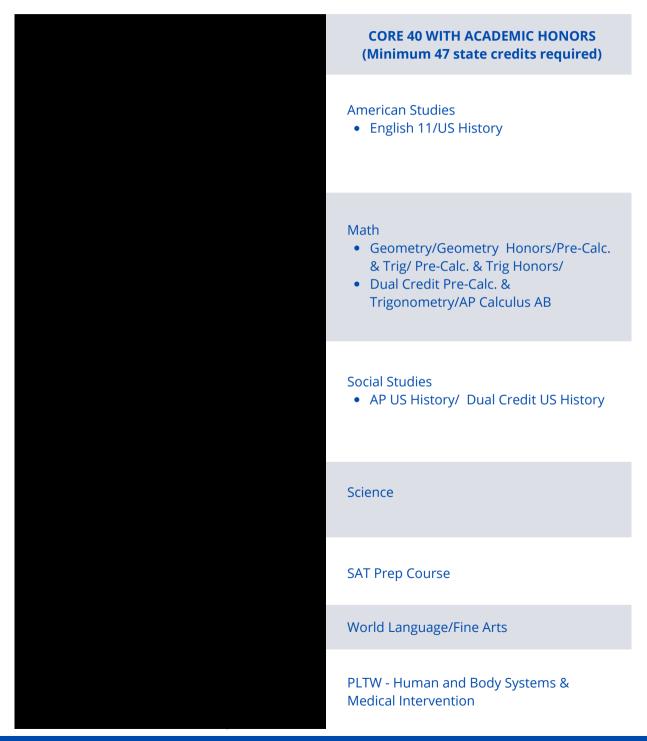
### **10TH GRADE**

CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
BioLit • English 10/Biology
Math <ul> <li>Algebra II/Algebra II Honors/ Geometry/ Geometry Honors</li> </ul>
<ul> <li>Social Studies</li> <li>World History or Geography/History of the World/AP Human Geography</li> </ul>
Science • Chemistry/AP Chemistry
PEII/Health Courses
World Language/Fine Arts
PLTW - Principles of Biomed & Human Body Systems



### WAYNE NEW TECH - PROJECT LEAD THE WAY - BIOMEDICAL

#### **11TH GRADE**





### WAYNE NEW TECH - PROJECT LEAD THE WAY - BIOMEDICAL

CORE 40 WITH ACADEMIC HONORS (Minimum 47 state credits required)
<ul> <li>English Language Arts</li> <li>English 12/English 12 Honors/AP</li> <li>English Literature &amp; Composition/Dual</li> <li>Credit English I</li> </ul>
Math <ul> <li>Pre-Calc. or Trig/Pre-Calc. &amp; Trig</li> <li>Honors/Dual Credit Pre-Calc. &amp; Trig/ AP</li> <li>Calculus AB/AP Calculus BC/AP</li> <li>Statistics</li> </ul>
Social Studies • US Government/ Economics/AP US Government/AP Micro-Economics/Dual Credit US Gov./Dual Credit Micro- Economics
Science • AP Chemistry • AP Biology
World Language/Fine Arts
PLTW - Medical Interventions

#### FORT WAYNE COMMUNITY SCHOOLS

# CAREER PIPELINES 2022-23

FWCS WE ARE YOUR SCHOOLS



### **PIPELINES INTRO & OVERVIEW**

In today's modern world, students must have access to the skills, experiences, and pathways to meaningful career opportunities. The Fort Wayne Community Schools' Pipelines puts this at the forefront of the district by creating new avenues to strengthen the district's partnerships with community leaders. Together, we can provide human capital for both economic growth and equity in Allen County and Northeast Indiana.

In collaboration with local industry leaders, Fort Wayne Community Schools identified six key industries marked for high growth and in demand in our community. They include:

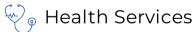


🕍 Advanced Manufacturing



🔟 IT & Data Analytics

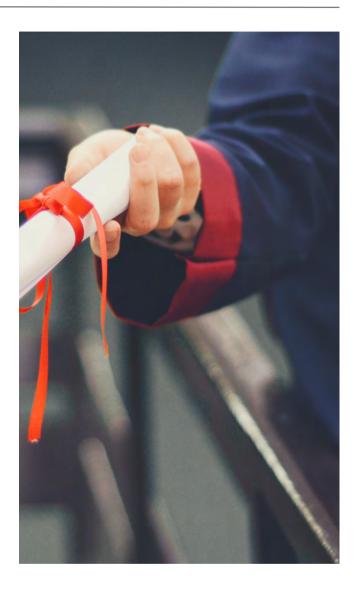








In addition to the SIX core pipelines, the Plus category includes many additional opportunities for students to connect their interests across a wide variety of industries and professions.



The Pipelines serve both as a roadmap for students as they develop their Meaningful Future Plans in middle and high school and as a catalyst to propel them to success on the day after graduation. Over the next 4-5 years, you will see a continued emphasis on and growth in opportunities connected to the Pipelines for students to develop the skills, engage in the experiences, and complete the pathways to highwage, in-demand careers.



### **TERMS & DEFINITIONS**

Throughout Fort Wayne Community Schools' high schools, you will see a wide variety of terminology used in reference to preparing students for college and career readiness. Please see below for some common definitions of important terms:

College and Career Readiness	College- and career-ready means an individual has the knowledge, skills and abilities to succeed in post-secondary education and economically-viable career opportunities. Additionally, Indiana defines college and career readiness educational standards as 'the standards that a high school graduate must meet to obtain the requisite knowledge and skill to transition without remediation to post- secondary education or training, and ultimately into a sustainable career.
Graduation Pathways	Graduation pathways are the areas in which a student must demonstrate competency in the state of Indiana. They include three distinct components: course requirements for a diploma, learn and demonstrate employability skills, and obtain post-secondary ready competencies.
Career Clusters	The National Career Cluster Framework organizes potential career pathways into 16 different clusters that serve as a guide to bridge secondary and post-secondary opportunities.
Next Level Programs of Study	The Next Level Programs of Study (NLPS) is the state of Indiana's initiative to provide consistency, quality, and intentionality in Career and Technical Education (CTE) pathways across the state.
Pipelines	Pipelines are Fort Wayne Community Schools' increased focus on local industries that have opportunities for students in high-skill, high-wage, and in-demand jobs.



# **TERMS & DEFINITIONS**



FORT WAYNE COMMUNITY SCHOOLS NEXT LEVEL PROGRAM OF STUDY (NLPS) PROGRAM COURSE PROGRESSIONS



Per the Indiana Department of Education, the Next Level Program of Study (NLPS) provides quality Career Technical Education (CTE) Courses through updated, more relevant standards directly aligned to postsecondary certificate programs whenever possible. NLPS will allow students to earn CTE Concentrator status through the first three courses of each program of study, thus meeting the domain three requirements for earning an Indiana Diploma.

# **TABLE OF CONTENTS:**

EDUCATION & TRAINING	75	HEALTH SCIENCES 85
Teaching Pipeline	76	Health Sciences Pipeline 86
Education Coursework	77	Biomedical Science & Technology 87
Early Childhood Coursework	81	

PAGE 74

# **EDUCATION & TRAINING**

Dr. Mark Daniel

For those wanting to have a lifelong impact on others, a career in the Education and Training Career Cluster may be a perfect fit. Education is one of the fundamental rights of children in America and states always need qualified teachers.

Students enrolled in the Education & Training Pathway will immerse themselves in learning and teaching. This course of study includes, but is not limited to, the teaching profession, learning process, planning instruction, and assessing learning, assessment, and instructional environments.

2



# **EDUCATION & TRAINING**

Education Early Childhood 77 81

According to the US Bureau of Labor Statistics, employment in education, training, and library occupations is **projected to grow 10 percent** from 2020 to 2030, about as fast as the average for all occupations. About 920,500 new jobs are projected to be added from 2020 to 2030. Student enrollment is projected to increase; therefore, **postsecondary teachers and preschool, elementary, and secondary school teachers will be needed to meet the demand**. However, education, training, and library occupations are affected by state and local budgets, and budgetary restrictions may limit employment growth.

The median annual wage for education, training, and library occupations was \$52,380 in May 2020, which was **higher than the median annual wage for all occupations** of \$41,950.

#### To learn more about potential career opportunities, visit the following websites:

Indiana Career Ready https://www.indianacareerready.com/Indemandjobs? cluster=5&jobseeker=1&jobseeker\_selectValue=0&Pagefilter=1

#### Education, Training, and Library Occupations: Occupational Outlook Handbook: U.S. Bureau of Labor Statistics (bls.gov)

https://www.bls.gov/ooh/education-training-and-library/home.htm

O\*NET

https://www.onetonline.org/find/quick?s=EDUCATION

Education and Training Overview | Career Cluster/Industry Video Series <a href="https://www.youtube.com/watch?v=N6\_cGS9yy7w">https://www.youtube.com/watch?v=N6\_cGS9yy7w</a>



## **9TH GRADE**

1

CORE 40	CORE 40 WITH ACADEMIC HONORS	CORE 40 WITH TECHNICAL HONORS
English Language Arts <ul> <li>English 9</li> </ul>	English Language Arts • English 9 • English 9 Honors	English Language Arts • English 9 • English 9 Honors
Math • Algebra I	Math • Algebra I • Algebra I Honors • Algebra II • Algebra II Honors	Math • Algebra I • Algebra I Honors • Algebra II • Algebra II Honors
<ul><li>Social Studies</li><li>World History</li><li>Geography/History of the World</li></ul>	<ul> <li>Social Studies</li> <li>World History</li> <li>Geography/History of the World</li> <li>AP Human Geography</li> </ul>	<ul><li>Social Studies</li><li>World History</li><li>Geography/History of the World</li><li>AP Human Geography</li></ul>
Science • Biology	Science • Biology • Biology Honors • AP Biology	Science • Biology • Biology Honors • AP Biology
PE/Preparing for College and Career Course	PE/Preparing for College and Career Course	PE/Preparing for College and Career Course
World Language/Fine Arts	World Language/Fine Arts	World Language/Fine Arts
CTE Principles Course - Principles of Teaching Course	CTE Principles Course - Principles of Teaching Course	CTE Principles Course - Principles of Teaching Course



CORE 40	CORE 40 WITH ACADEMIC HONORS	CORE 40 WITH TECHNICAL HONORS
English Language Arts <ul> <li>English 10</li> </ul>	English Language Arts • English 10 • English 10 Honors	English Language Arts • English 10 • English 10 Honors
Math • Algebra II	Math <ul> <li>Algebra II</li> <li>Algebra II Honors</li> <li>Geometry</li> <li>Geometry Honors</li> </ul>	Math <ul> <li>Algebra II</li> <li>Algebra II Honors</li> <li>Geometry</li> <li>Geometry Honors</li> </ul>
<ul><li>Social Studies</li><li>World History</li><li>Geography/History of the World</li></ul>	<ul> <li>Social Studies</li> <li>World History</li> <li>Geography/History of the World</li> <li>AP Human Geography</li> </ul>	<ul><li>Social Studies</li><li>World History</li><li>Geography/History of the World</li><li>AP Human Geography</li></ul>
Science • Chemistry • Physics • ICP	Science • Chemistry • AP Chemistry	Science • Chemistry • AP Chemistry
PEII/Health Courses	PEII/Health Courses	PEII/Health Courses
World Language/Fine Arts	World Language/Fine Arts	World Language/Fine Arts
CTE Course - Concentrator A Child & Adolescent Development Course	CTE Course - Concentrator A Child & Adolescent Development Course	CTE Course - Concentrator A Child & Adolescent Development Course



CORE 40	CORE 40 WITH ACADEMIC HONORS	CORE 40 WITH TECHNICAL HONORS
English Language Arts <ul> <li>English 11</li> </ul>	<ul> <li>English Language Arts</li> <li>English 11</li> <li>English 11 Honors</li> <li>AP English Language &amp; Composition</li> </ul>	<ul><li>English Language Arts</li><li>English 11</li><li>English 11 Honors</li><li>AP English Language &amp; Composition</li></ul>
Math • Geometry	Math <ul> <li>Geometry</li> <li>Geometry Honors</li> <li>Pre-Calc.</li> <li>Pre-Calc. &amp; Trig Honors</li> <li>Dual Credit Pre-Calc. &amp; Trigonometry</li> <li>AP Calculus AB</li> </ul>	Math <ul> <li>Geometry</li> <li>Geometry Honors</li> <li>Pre-Calc.</li> <li>Pre-Calc. &amp; Trig Honors</li> <li>Dual Credit Pre-Calc. &amp; Trigonometry</li> <li>AP Calculus AB</li> </ul>
Social Studies <ul> <li>US History</li> </ul>	Social Studies US History US History Honors AP US History Dual Credit US History	Social Studies US History US History Honors AP US History Dual Credit US History
Science • Any Core 40 Science Course	Science • Physics • AP Physics I	Science Physics AP Physics I
SAT Prep Course (Optional)	SAT Prep Course (Optional)	SAT Prep Course (Optional)
World Language/Fine Arts	World Language/Fine Arts	World Language/Fine Arts
CTE Course - Concentrator B Teaching and Learning	CTE Course - Concentrator B Teaching and Learning	CTE Course - Concentrator B Teaching and Learning



## **12TH GRADE**

CORE 40	CORE 40 WITH ACADEMIC HONORS	CORE 40 WITH TECHNICAL HONORS
English Language Arts • English 12	<ul> <li>English Language Arts</li> <li>English 12</li> <li>English 12 Honors</li> <li>AP English Language &amp; Composition</li> <li>Dual Credit English I</li> </ul>	<ul> <li>English Language Arts</li> <li>English 12</li> <li>English 12 Honors</li> <li>AP English Language &amp; Composition</li> <li>Dual Credit English I</li> </ul>
Math • Pre-Calc. or Trig	<ul> <li>Math</li> <li>Pre-Calc. or Trig</li> <li>Pre-Calc. &amp; Trig Honors</li> <li>Dual Credit Pre-Calc. &amp; Trig o</li> <li>AP Calculus AB</li> <li>AP Calculus BC</li> <li>AP Statistics</li> </ul>	<ul> <li>Math</li> <li>Pre-Calc. or Trig</li> <li>Pre-Calc. &amp; Trig Honors</li> <li>Dual Credit Pre-Calc. &amp; Trig o</li> <li>AP Calculus AB</li> <li>AP Calculus BC</li> <li>AP Statistics</li> </ul>
Social Studies • US Government • Economics	Social Studies • US Government • Economics • AP US Government • AP Micro-economics • Dual Credit US Gov. or Dual Credit Micro-Economics	Social Studies • US History • US History Honors • AP US History • Dual Credit US History
Science • Any Core 40 Science Course	Science • AP Physics I • AP Physics II • AP Physics C	Science • AP Physics I • AP Physics II • AP Physics C
World Language/Fine Arts	World Language/Fine Arts	World Language/Fine Arts
Optional CTE Course - Education Profession Capstone Course - Project Based Learning Exp./Service-Based Learning Exp./Work-Based Learning	Optional CTE Course - Education Profession Capstone Course - Project Based Learning Exp./Service-Based Learning Exp./Work-Based Learning	Optional CTE Course - Education Profession Capstone Course - Project Based Learning Exp./Service-Based Learning Exp./Work-Based Learning

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK



## **9TH GRADE**

1

1

CORE 40	CORE 40 WITH ACADEMIC HONORS	CORE 40 WITH TECHNICAL HONORS
English Language Arts <ul> <li>English 9</li> </ul>	English Language Arts • English 9 • English 9 Honors	<ul><li>English Language Arts</li><li>English 9</li><li>English 9 Honors</li></ul>
Math • Algebra I	Math • Algebra I • Algebra I Honors • Algebra II • Algebra II Honors	Math • Algebra I • Algebra I Honors • Algebra II • Algebra II Honors
<ul><li>Social Studies</li><li>World History</li><li>Geography/History of the World</li></ul>	<ul> <li>Social Studies</li> <li>World History</li> <li>Geography/History of the World</li> <li>AP Human Geography</li> </ul>	<ul><li>Social Studies</li><li>World History</li><li>Geography/History of the World</li><li>AP Human Geography</li></ul>
Science • Biology	Science • Biology • Biology Honors • AP Biology	Science • Biology • Biology Honors • AP Biology
PE/Preparing for College and Career Course	PE/Preparing for College and Career Course	PE/Preparing for College and Career Course
World Language/Fine Arts	World Language/Fine Arts	World Language/Fine Arts
CTE Principles Course - Principles of Early Childhood Education	CTE Principles Course - Principles of Early Childhood Education	CTE Principles Course - Principles of Early Childhood Education



CORE 40	CORE 40 WITH ACADEMIC HONORS	CORE 40 WITH TECHNICAL HONORS
English Language Arts <ul> <li>English 10</li> </ul>	English Language Arts • English 10 • English 10 Honors	English Language Arts • English 10 • English 10 Honors
Math • Algebra II	Math • Algebra II • Algebra II Honors • Geometry • Geometry Honors	Math • Algebra II • Algebra II Honors • Geometry • Geometry Honors
<ul><li>Social Studies</li><li>World History</li><li>Geography/History of the World</li></ul>	<ul> <li>Social Studies</li> <li>World History</li> <li>Geography/History of the World</li> <li>AP Human Geography</li> </ul>	<ul> <li>Social Studies</li> <li>World History</li> <li>Geography/History of the World</li> <li>AP Human Geography</li> </ul>
Science • Chemistry • Physics • ICP	Science • Chemistry • AP Chemistry	Science • Chemistry • AP Chemistry
PEII/Health Courses	PEII/Health Courses	PEII/Health Courses
World Language/Fine Arts	World Language/Fine Arts	World Language/Fine Arts
CTE Course - Concentrator A Early Childhood Education Curriculum	CTE Course - Concentrator A Early Childhood Education Curriculum	CTE Course - Concentrator A Early Childhood Education Curriculum



CORE 40	CORE 40 WITH ACADEMIC HONORS	CORE 40 WITH TECHNICAL HONORS
English Language Arts <ul> <li>English 11</li> </ul>	<ul> <li>English Language Arts</li> <li>English 11</li> <li>English 11 Honors</li> <li>AP English Language &amp; Composition</li> </ul>	<ul> <li>English Language Arts</li> <li>English 11</li> <li>English 11 Honors</li> <li>AP English Language &amp; Composition</li> </ul>
Math • Geometry	Math <ul> <li>Geometry</li> <li>Geometry Honors</li> <li>Pre-Calc.</li> <li>Pre-Calc. &amp; Trig Honors</li> <li>Dual Credit Pre-Calc. &amp; Trigonometry</li> <li>AP Calculus AB</li> </ul>	Math <ul> <li>Geometry</li> <li>Geometry Honors</li> <li>Pre-Calc.</li> <li>Pre-Calc. &amp; Trig Honors</li> <li>Dual Credit Pre-Calc. &amp; Trigonometry</li> <li>AP Calculus AB</li> </ul>
Social Studies <ul> <li>US History</li> </ul>	<ul><li>Social Studies</li><li>US History</li><li>US History Honors</li><li>AP US History</li><li>Dual Credit US History</li></ul>	Social Studies • US History • US History Honors • AP US History • Dual Credit US History
Science • Any Core 40 Science Course	Science • Physics • AP Physics I	Science • Physics • AP Physics I
SAT Prep Course (Optional)	SAT Prep Course (Optional)	SAT Prep Course (Optional)
World Language/Fine Arts	World Language/Fine Arts	World Language/Fine Arts
CTE Course - Concentrator B Early Childhood Education Guidance	CTE Course - Concentrator B Early Childhood Education Guidance	CTE Course - Concentrator B Early Childhood Education Guidance



## **12TH GRADE**

CORE 40	CORE 40 WITH ACADEMIC HONORS	CORE 40 WITH TECHNICAL HONORS
English Language Arts <ul> <li>English 12</li> </ul>	<ul> <li>English Language Arts</li> <li>English 12</li> <li>English 12 Honors</li> <li>AP English Language &amp; Composition</li> <li>Dual Credit English I</li> </ul>	<ul> <li>English Language Arts</li> <li>English 12</li> <li>English 12 Honors</li> <li>AP English Language &amp; Composition</li> <li>Dual Credit English I</li> </ul>
Math <ul> <li>Pre-Calc. or Trig</li> </ul>	Math <ul> <li>Pre-Calc. or Trig</li> <li>Pre-Calc. &amp; Trig Honors</li> <li>Dual Credit Pre-Calc. &amp; Trig</li> <li>AP Calculus AB</li> <li>AP Calculus BC</li> <li>AP Statistics</li> </ul>	<ul> <li>Math</li> <li>Pre-Calc. or Trig</li> <li>Pre-Calc. &amp; Trig Honors</li> <li>Dual Credit Pre-Calc. &amp; Trig</li> <li>AP Calculus AB</li> <li>AP Calculus BC</li> <li>AP Statistics</li> </ul>
Social Studies • US Government • Economics	Social Studies US Government Economics AP US Government AP Micro-economics Dual Credit US Gov. Dual Credit Micro-Economics	Social Studies US Government Economics AP US Government AP Micro-economics Dual Credit US Gov. Dual Credit Micro-Economics
Science • Any Core 40 Science Course	Science • AP Physics I • AP Physics II • AP Physics C	Science • AP Physics I • AP Physics II • AP Physics C
World Language/Fine Arts	World Language/Fine Arts	World Language/Fine Arts
Optional CTE Course - Early Childhood Education Capstone Course - Project Based learning//Service-Based Learning Exp./Work-Based Learning	Optional CTE Course - Early Childhood Education Capstone Course - Project Based learning//Service-Based Learning Exp./Work-Based Learning	Optional CTE Course - Early Childhood Education Capstone Course - Project Based learning//Service-Based Learning Exp./Work-Based Learning

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 84

# **HEALTH SCIENCES**

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development.

To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.



# HEALTH SCIENCES



Biomedical Science & Technology

87

Employment in healthcare occupations is **projected to grow 16 percent** from 2020 to 2030, **much faster than the average for all occupations**, adding about 2.6 million new jobs. **Healthcare occupations are projected to add more jobs than any of the other occupational groups**. This projected growth is mainly due to an aging population, leading to greater demand for healthcare services.

The median annual wage for healthcare practitioners and technical occupations (such as registered nurses, physicians and surgeons, and dental hygienists) was \$69,870 in May 2020, which was **higher than the median annual wage for all occupations** in the economy of \$41,950.

Healthcare support occupations (such as home health aides, occupational therapy assistants, and medical transcriptionists) had a median annual wage of \$29,960 in May 2020, lower than the median annual wage for all occupations in the economy.

#### To learn more about potential career opportunities, visit the following websites:

#### Indiana Career Ready

https://www.indianacareerready.com/Indemandjobs? cluster=8&jobseeker=1&jobseeker\_selectValue=0&Pagefilter=1

#### Healthcare Occupations : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics (bls.gov)

https://www.bls.gov/ooh/healthcare/home.htm

#### O\*NET

https://www.onetonline.org/find/quick?s=health+care

#### Healthcare Overview | Career Cluster / Industry Video Series - YouTube

https://www.youtube.com/watch?v=qm6c7KDIQq0



CORE 40	CORE 40 WITH ACADEMIC HONORS	CORE 40 WITH TECHNICAL HONORS
English Language Arts <ul> <li>English 9</li> </ul>	English Language Arts • English 9 • English 9 Honors	<ul><li>English Language Arts</li><li>English 9</li><li>English 9 Honors</li></ul>
Math • Algebra I	Math • Algebra I • Algebra I Honors • Algebra II • Algebra II Honors	Math <ul> <li>Algebra I</li> <li>Algebra I Honors</li> <li>Algebra II</li> <li>Algebra II Honors</li> </ul>
<ul><li>Social Studies</li><li>World History</li><li>Geography/History of the World</li></ul>	<ul> <li>Social Studies</li> <li>World History</li> <li>Geography/History of the World</li> <li>AP Human Geography</li> </ul>	<ul> <li>Social Studies</li> <li>World History</li> <li>Geography/History of the World</li> <li>AP Human Geography</li> </ul>
Science • Biology	Science • Biology • Biology Honors • AP Biology	Science • Biology • Biology Honors • AP Biology
PE/Preparing for College and Career Course	PE/Preparing for College and Career Course	PE/Preparing for College and Career Course
World Language/Fine Arts	World Language/Fine Arts	World Language/Fine Arts
CTE Principles Course - Principles of Biomedical Sciences	CTE Principles Course - Principles of Biomedical Sciences	CTE Principles Course - Principles of Biomedical Sciences



CORE 40	CORE 40 WITH ACADEMIC HONORS	CORE 40 WITH TECHNICAL HONORS
English Language Arts <ul> <li>English 10</li> </ul>	English Language Arts • English 10 • English 10 Honors	English Language Arts • English 10 • English 10 Honors
Math • Algebra II	Math • Algebra II • Algebra II Honors • Geometry • Geometry Honors	Math • Algebra II • Algebra II Honors • Geometry • Geometry Honors
<ul><li>Social Studies</li><li>World History</li><li>Geography/History of the World</li></ul>	<ul> <li>Social Studies</li> <li>World History</li> <li>Geography/History of the World</li> <li>AP Human Geography</li> </ul>	<ul><li>Social Studies</li><li>World History</li><li>Geography/History of the World</li><li>AP Human Geography</li></ul>
Science • Chemistry • Physics • ICP	Science • Chemistry • AP Chemistry	Science • Chemistry • AP Chemistry
PEII/Health Courses	PEII/Health Courses	PEII/Health Courses
World Language/Fine Arts	World Language/Fine Arts	World Language/Fine Arts
CTE Course - Concentrator A Human Body Systems	CTE Course - Concentrator A Human Body Systems	CTE Course - Concentrator A Human Body Systems



CORE 40	CORE 40 WITH ACADEMIC HONORS	CORE 40 WITH TECHNICAL HONORS
English Language Arts <ul> <li>English 11</li> </ul>	<ul> <li>English Language Arts</li> <li>English 11</li> <li>English 11 Honors</li> <li>AP English Language &amp; Composition</li> </ul>	<ul> <li>English Language Arts</li> <li>English 11</li> <li>English 11 Honors</li> <li>AP English Language &amp; Composition</li> </ul>
Math • Geometry	Math <ul> <li>Geometry</li> <li>Geometry Honors</li> <li>Pre-Calc.</li> <li>Pre-Calc. &amp; Trig Honors</li> <li>Dual Credit Pre-Calc. &amp; Trigonometry</li> <li>AP Calculus AB</li> </ul>	Math Geometry Geometry Honors Pre-Calc. Pre-Calc. & Trig Honors Dual Credit Pre-Calc. & Trigonometry AP Calculus AB
Social Studies <ul> <li>US History</li> </ul>	Social Studies US History US History Honors AP US History Dual Credit US History	Social Studies US History US History Honors AP US History Dual Credit US History
Science • Any Core 40 Science Course	Science Physics AP Physics I	Science Physics AP Physics I
SAT Prep Course (Optional)	SAT Prep Course (Optional)	SAT Prep Course (Optional)
World Language/Fine Arts	World Language/Fine Arts	World Language/Fine Arts
CTE Course - Concentrator B Medical Interventions	CTE Course - Concentrator B Medical Interventions	CTE Course - Concentrator B Medical Interventions



CORE 40	CORE 40 WITH ACADEMIC HONORS	CORE 40 WITH TECHNICAL HONORS
English Language Arts • English 12	<ul> <li>English Language Arts</li> <li>English 12</li> <li>English 12 Honors</li> <li>AP English Language &amp; Composition</li> <li>Dual Credit English I</li> </ul>	<ul> <li>English Language Arts</li> <li>English 12</li> <li>English 12 Honors</li> <li>AP English Language &amp; Composition</li> <li>Dual Credit English I</li> </ul>
Math • Pre-Calc. or Trig	<ul> <li>Math</li> <li>Pre-Calc. or Trig</li> <li>Pre-Calc. &amp; Trig Honors</li> <li>Dual Credit Pre-Calc. &amp; Trig</li> <li>AP Calculus AB</li> <li>AP Calculus BC</li> <li>AP Statistics</li> </ul>	<ul> <li>Math</li> <li>Pre-Calc. or Trig</li> <li>Pre-Calc. &amp; Trig Honors</li> <li>Dual Credit Pre-Calc. &amp; Trig</li> <li>AP Calculus AB</li> <li>AP Calculus BC</li> <li>AP Statistics</li> </ul>
Social Studies • US Government • Economics	Social Studies US Government Economics AP US Government AP Micro-economics Dual Credit US Gov. Dual Credit Micro-Economics	Social Studies • US History • US History Honors • AP US History • Dual Credit US History
Science • Any Core 40 Science Course	Science • AP Physics I • AP Physics II • AP Physics C	Science • AP Physics I • AP Physics II • AP Physics C
World Language/Fine Arts	World Language/Fine Arts	World Language/Fine Arts
Optional CTE Course - Biomedical Innovations - Project Based learning//Service-Based Learning Exp./Work-Based Learning	Optional CTE Course - Biomedical Innovations - Project Based Iearning//Service-Based Learning Exp./Work-Based Learning	Optional CTE Course - Biomedical Innovations - Project Based Iearning//Service-Based Learning Exp./Work-Based Learning

FORT WAYNE COMMUNITY SCHOOLS

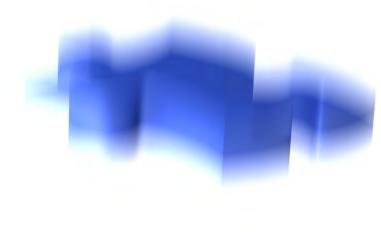
# COURSE DESCRIPTIONS

------

2022-23

# Applied Courses

## COURSE DESCRIPTIONS



#### CAREER CLUSTER: CTE

#### **Applied Adult Roles and Responsibilities**

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:

#### 9, 10, 11, 12 None 1 semester course, 1 credit per semester, 1 credit maximum

#### Counts as an elective or Employability Requirement for the Certificate of Completion

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

#### **Applied Preparing for College and Careers**

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 9, 10, 11, 12 None 1 to 2 semester course 1 credit per semester 2 credit maximum

#### Counts as an elective or Employability Requirement for the Certificate of Completion

Applied Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to succeed 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 live 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 is recommended, including computer and technology applications, cooperative ventures between school and community, simulations, and real-life experiences.



#### FCHAR40301

#### FCHPC40302

#### **CAREER CLUSTER: CTE**

#### Applied Digital Applications and Responsibility

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	4 units maximum

#### Counts as an elective or Employability Requirement for the Certificate of Completion

Applied Digital Applications and Responsibility prepares students to use technology effectively and appropriately in school, job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software and may use highly specialized or individualized technology or software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of using digital devices and software to build decision-making and problem-solving skills. Students may be provided with the opportunity to seek industryrecognized digital literacy certifications.

#### **Applied Business Math**

Recommended Grade:	10, 11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	4 credit maximum

#### Counts as an elective or Employability Requirement for the Certificate of Completion

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



WE ARE YOUR SCHOOLS

**BEHB340100** 

#### **CAREER CLUSTER: CTE**

#### **Applied Nutrition and Wellness**

Recommended Grade:9, 10, 11, 12Required Prerequisites:NoneRecommended Prerequisites:NoneCredits:2 units maximum

#### Counts as an elective or Employability Requirement for the Certificate of Completion

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

#### **Applied Interpersonal Relationships**

Recommended Grade:9, 10, 11, 12Required Prerequisites:NoneRecommended Prerequisites:NoneCredits:2 credit maximum

#### Counts as an elective or Employability Requirement for the Certificate of Completion

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



#### FCHN14031

FC	HI1	40	30	)1

#### **ENGLISH/LANGUAGE ARTS**

**Applied English 9** 

Recommended Grade:	9, 10
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	4 units maximum

#### Counts as an elective or Employability Requirement for the Certificate of Completion

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

#### **Applied English 10**

Recommended Grade:	9, 10
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	4 credit maximum

#### Counts as an elective or Employability Requirement for the Certificate of Completion

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



#### LAHE140102

#### LAHE240102

#### **ENGLISH/LANGUAGE ARTS**

**Applied English 11** 

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	4 units maximum

#### Counts as an elective or Employability Requirement for the Certificate of Completion

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

#### **Applied English 12**

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	4 credit maximum

#### Counts as an elective or Employability Requirement for the Certificate of Completion

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



#### LAHE340102

LAHE440102

#### HEALTH AND WELLNESS

#### **Applied Health and Wellness Education**

**Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:** 

#### **HEHH140302**

5, 10, 11, 12
None
None
2 units maximum

9 10 11 12

Applied Health & Wellness, a course based on Indiana's Academic Standards for Health & Wellness and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support healthy 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 alcohol and other drug-free lifestyles; 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, healthenhancing behaviors, and health and wellness advocacy skills. Counts as an Elective or Health & Wellness requirement for the Certificate of Completion.



#### MATHEMATICS

#### **Applied Algebra I**

Recommended Grade:		
Required Prerequisites:		
Recommended Prerequisites:		
Credits:		

# Applied Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of five strands: Numbers Sense; Expressions and Computation; Linear Equations; Inequalities and Functions; Systems of Equations and Inequalities and Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors. Counts as a Math Requirement for the Certificate of Completion.

#### **Applied Geometry**

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 9, 10, 11, 12 None A credit maximum

9, 10, 11, 12

4 units maximum

None None

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



#### MAHA140102

#### MAHG140102

#### MULTIDISCIPLINARY



#### **Applied Basic Skills Development**

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	8 units maximum

Applied Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note-taking, (7) study and organizational skills, and (8) problem-solving skills, (9) employability skills, which are essential for high school achievement and post-secondary outcomes. Determination of the skills to be emphasized in this course is based on Indiana's standards and Content Connectors, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work allow students to continue to learn in a range of different life situations and may be applied using instructional practices related to community-based instruction. Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion.

#### **Applied Career Information and Exploration**

Recommended Grade:	9, 10, 11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	4 credit maximum

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

#### **MDHB340100**

#### FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK **PAGE 100**

#### **MDHC140100**

### MULTIDISCIPLINARY



#### **Applied Career Exploration Internship**

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	4 units maximum
280 Indiana Department of Education 2021-2022 High School Course Titles	
and Descriptions	

*Counts as an Employability Requirement, Capstone Course or elective for the Certificate of Completion* 

# *Note: This course is exploratory in nature and, as such, does not qualify for reimbursement under the career and technical education funding formula.*

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

#### FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 101

#### MDHC340100

#### PHYSICAL EDUCATION



**PEHP140302** 

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

Recommended Grade:
Required Prerequisites:
Recommended Prerequisites:
Credits:

### 9, 10, 11, 12

None

None 2 units maximum

Applied 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 which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation. Counts as a Physical Education requirement for the Certificate of Completion.

#### **Applied Physical Education II**

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 9, 10, 11, 12 None None 2 credit maximum

Applied 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 covered in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation. Counts as a Physical Education requirement for the Certificate of Completion.

#### PEHP240302

#### SCIENCE

Applied Biology I

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:

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

#### Applied Earth and Space Science I

Recommended Grade:9, 10, 11, 12Required Prerequisites:NoneRecommended Prerequisites:NoneCredits:4 credit maximum

Applied Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation and experimentation by conducting investigations and evaluating and communicating the results of those investigations. This course may include a variety of learning experiences and tools to support the process of investigation, data collection, and analysis. Counts as an Elective or Science Requirement for the Certificate of Completion.



#### SCHB140102

9, 10, 11, 12

2 units maximum

None

None

#### SCHS140102

#### **SOCIAL STUDIES**

#### Applied Geography and History of the World

Recommended Grade:	None
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	4 units maximum

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

#### **Applied Indiana Studies**

Recommended Grade:	None
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	2 credit maximum

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. Counts as a Social Studies Requirement or Elective for the Certificate of Completion.



#### SSHG140102

#### FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 104

#### SSHI140302

#### **SOCIAL STUDIES**



#### **Applied United States History**

Recommended Grade:	None
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	4 units maximum

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

#### SHH140102

# Advanced Placement & International Baccalaureate

COURSE DESCRIPTIONS

#### **ADVANCED PLACEMENT & INTERNATIONAL BACCALAUREATE COURSES**



**VAHTP90100** 

**VAHTP90200** 

#### AP 2D Art and Design (4050) St Art 2D Design Portfolio AP 1 St Art 2D Design Portfolio AP 2

Recommended Grade:	11, 12
Recommended Prerequisites:	Advanced Laboratory 2-D visual arts courses
Credits:	2 semester course, 1 credit per semester

*Counts as a Directed Elective or Elective all diplomas Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma* 

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

AP Biology (L) (3020) Biology AP 1 Biology AP 2 Biology AP 1 Biology AP 2

> Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 2 semester c

None Biology I and Chemistry I 2 semester course, 1 credit per semester

11, 12

Counts as Science Course all diplomas Qualifies as a quantitative reasoning course Laboratory Course

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.

#### SCHB190100 SCHB190200 SCNB190100 SCNB190200

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 107

#### **ADVANCED PLACEMENT & INTERNATIONAL BACCALAUREATE COURSES**

AP Calculus AB (2562) Calculus AB-AP 1 Calculus AB-AP 2 Calculus AB-AP 1 Calculus AB-AP 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:

None Biology I and Chemistry I 2 semester course, 1 credit per semester

11, 12

Counts as Science Course all diplomas Qualifies as a quantitative reasoning course Laboratory Course

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.

AP Calculus BC (2572) Calculus BC-AP 1 Calculus BC-AP 2

Recommended Grade:	11, 12
Required Prerequisites:	Algebra
Recommended Prerequisites:	None
Credits:	2 semester course, 1 credit per semester

#### *Counts as a Mathematics Course for all diplomas. Qualifies as a quantitative reasoning course.*

AP Calculus BC is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus BC is roughly equivalent to both first and second semester college calculus courses, extends the content learned in AP Calculus AB to different types of equations, and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB.

#### MANC290100 MANC290200

#### MAHC190100 MAHC190200 MANC190100 MANC190200

WE ARE YOUR SCHOOLS

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK

#### PAGE 108



		WE ARE YOUR SCHOOLS
AP Chemistry (3060) Chemistry AP 1 Chemistry AP 2 Chemistry AP 1 Chemistry AP 2		SCHC190100 SCHC190200 SCNC190100 SCNC190200
Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 2	12 None Chemistry I, Algebra II, Precalculus: Algebra/Precalculus: Trigonometry semester course, 1 credit per semester	
	semester course, i credit per semester	
Counts as a science course for all diplo Qualifies as a quantitative reasoning c		
Board. The course is not intended to be structure of matter: atomic theory and s	ontent established and copyrighted by the College used as a dual credit course. The content includes: (1) tructure, chemical bonding, molecular models, ases, liquids and solids, solutions; and (3) reactions: m, kinetics and thermodynamics.	
AP Computer Science A PLTW (457 AP Computer Science A AP Computer Science A Computer Science A: PLTW 1 Computer Science A: PLTW 2	0)	BEHA390100 BEHA390200 BEHC390100 BEHC390200
Recommended Grade: Required Prerequisites: Recommended Prerequisites:	11, 12 None AP Computer Science OR Computer Science I, Algebra II	
Credits:	2 semester course, 1 credit per semester	
Counts as an elective for all diplomas Fulfills a science course requirement f Qualifies as a quantitative reasoning o		
Fundamental topics include the design or organize large sets of data, the developed data and discover new information, the social implications of computing system	ents to computer science through programming. of solutions to problems, the use of data structures to ment and implementation of algorithms to process analysis of potential solutions, and the ethical and s. The course emphasizes object-oriented programming language. AP Computer Science A is evel course in computer science.	
		•



**VAHDP90100** 

**VAHDP90200** 

#### AP Drawing (4048) St Art Draw Portfolio AP 1 St Art Draw Portfolio AP 2

Recommended Grade:	11, 12
Required Prerequisites:	None
<b>Recommended Prerequisites:</b>	Advanced Laboratory visual arts courses
Credits:	2 semester course, 1 credit per semester

*Counts as a directed elective or elective for all diplomas Fulfills the fine arts requirement for the Core 40 with Academic Honors Diploma* 

AP Drawing is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. The portfolio will have two sections: Sustained Investigation and Selected works.

#### AP English Language and Composition (1056) English Language & Comp AP 1

English Language & Comp AP 2 English Language & Comp AP 1 English Language & Comp AP 2

Recommended Grade:	11, 12
(College Board does not de	signate when this course should be offered)
Required Prerequisites:	None
Recommended Prerequisites:	English 9 and English 10 or
	teacher recommendation
Credits:	2 semester course, 1 credit per semester

#### Fulfills an English/Language Arts requirement for grades 11 or 12 for all diplomas

AP English Language and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study.

#### LAHC190100 LAHC190200 LANC190100 LANC190200

WE ARE YOUR SCHOOLS

LAHL190100

LAHL190200

LANL190100

LANL190200

AP English Literature and Composition (1058) **English Lit & Comp AP 1 English Lit & Comp AP 2 English Lit & Comp AP 1 English Lit & Comp AP 2** 

**Recommended Grade: Recommended Prerequisites:** 

#### 11, 12

English 9 and English 10 or teacher recommendation **Recommended Prerequisites:** Advanced Laboratory visual arts courses **Credits:** 2 semester course, 1 credit per semester

Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing. Fulfills an English/Language Arts requirement for grades 11 or 12 for all diplomas

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.

#### **AP Environmental Science (3012) Environmental Science AP 1 Environmental Science AP 2**

Recommended Grade:	11, 12
Required Prerequisites:	None
<b>Recommended Prerequisites:</b>	AP Computer Science OR Computer Science I,
	Algebra II
Credits:	2 semester course, 1 credit per semester

#### Counts as an elective for all diplomas Fulfills a science course requirement for all diplomas Qualifies as a quantitative reasoning course

AAP 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.

#### SCHE390100 SCHE390200

# FWCS WE ARE YOUR SCHOOLS

WLHG190100

WLHG190200

#### AP German Language and Culture (2052) German Language and Culture AP 1 German Language and Culture AP 2

Recommended Grade: Recommended Prerequisites: Credits: 11, 12 German I, II, and III 2 semester course, 1 credit per semester

*Fulfills a world language requirement for all diplomas Counts as a directed elective or elective for all diplomas* 

AP German Language and Culture is a course established and copyrighted by the College Board and follows College Board course guidelines in order to prepare students to be successful on the AP German Language and Culture exam. The course is taught mostly in German and emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. This addresses vocabulary usage, language control, communication strategies and cultural awareness. The course engages students in an exploration of culture in both contemporary and historical contexts, developing student 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).

#### AP Microeconomics (1566) Microeconomics AP

Recommended Grade: Required Prerequisites:	11, 12 None
Recommended Prerequisites:	AP Computer Science OR Computer Science I,
	Algebra II
Credits:	2 semester course, 1 credit per semester

*Fulfills the Economics requirement for all diplomas. Counts as an Elective for any diploma. Qualifies as a Quantitative Reasoning course.* 

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

#### SSHMI90300



SCHP290100

SCHP290200

AP Physics 1: Algebra-Based (L) (3080) Physics Algebra-Based, AP 1 Physics Algebra-Based, AP 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 10, 11 None Algebra I or Integrated Mathematics I 2 semester course, 1 credit per semester

*Counts as a science course for all diplomas Qualifies as a quantitative reasoning course* 

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

AP Physics 2: Algebra-Based (L) (3081) Physics Algebra-Based AP 2-1 Physics Algebra-Based AP 2-2

Recommended Grade:11, 12Required Prerequisites:NoneRecommended Prerequisites:AP Physics I: Algebra-basedCredits:2 semester course, 1 credit per semester

*Counts as a science course for all diplomas Qualifies as a quantitative reasoning course* 

AP Physics 2 is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 2: Algebrabased is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. SCHP290101 SCHP290201



SCHP390101 SCHP390201

AP Physics C (L) (3088) Physics C AP 1 Physics C AP 2

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	Physics I, Calculus (can be taken concurrently)
Credits:	2 semester course, 1 credit per semester

Counts as a science course for all diplomas Qualifies as a quantitative reasoning course. Counts as an elective for all diplomas.

AP Physics C 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. There are two AP Physics C courses, Physics C: Mechanics, and Physics C: Electricity and Magnetism. AP Physics C: Mechanics provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. AP Physics C: Electricity and Magnetism provides instruction in each of the following five content areas: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism.

AP Psychology (1558) Psychology AP 1 Psychology AP 2

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	1-2 semester course, 1 credit per semester

*Students should be able to read a college-level textbook and write grammatically correct, complete sentences.* 

Counts as an elective for all diplomas

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. SSHP190100 SSHP190200

FWCS WE ARE YOUR SCHOOLS

WLHSL90100

WLHSL90200

AP Spanish Language and Culture (2132) Spanish Language AP 1 Spanish Language AP 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 11, 12 Spanish I, II, and III None 2 semester course, 1 credit per semester

*Counts as a directed elective or elective for all diplomas Fulfills a world language requirement for the Core 40 with Academic Honors* 

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).

#### AP Statistics (2570) Statistics AP 1 Statistics AP 2

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	Algebra II or Integrated Mathematics III
Credits:	1-2 semester course, 1 credit per semester

Due to the level of rigor, it is recommended that AP Statistics be offered as a 2 semester, 2 credit course

*Counts as a Mathematics Course for all diplomas Qualifies as a quantitative reasoning course* 

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.

#### MAHS190100 MAHS190200

## FWCS WE ARE YOUR SCHOOLS

SSHGP90301

SSNG190300

AP United States Government and Politics (1560) US Government & Politics AP US Government AP

Recommended Grade:	11, 12
Required Prerequisites:	None
<b>Recommended Prerequisites:</b>	Students should be able to read a college-level
text	book and write grammatically correct sentences
Credits:	2 semester course, 1 credit per semester

#### Fulfills government requirement for all diplomas

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.

## AP United States History (1562)

US History AP 1 US History AP 2 US History AP 1 US History AP 2

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	A 2 semester course, 1 credit per semester

*Students should be able to read a college-level textbook and write grammatically correct, complete sentences* 

#### Fulfills the US History requirement for all diplomas

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

#### SSHH190100 SSHH190200 SSNH190100 SSNH190200



AP World History Modern (1612) AP World History Modern 1 AP World History Modern 2

Recommended Grade:AnyRequired Prerequisites:NoneRecommended Prerequisites:NoneCredits:2 semester course, 1 credit per semester

*Students should be able to read a college-level textbook and write grammatically correct, complete sentences.* 

*Fulfills the geography history of the world/world history and civilization graduation requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma.* 

AP World History Modern AP World History Modern is designed to be the equivalent of a two semester introductory college or university world history course. According to the College Board AP World History Modern students "investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

#### SSHW290100 SSHW290200

IB Biology Higher Level (3032) Biology Higher Level IB 1 Biology Higher Level IB 2 Biology Higher Level IB 3 Biology Higher Level IB 4

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:

11, 12 Biology I and Chemistry I None 2 or 4 semester course, 1 credit per semester

*Qualifies as a quantitative reasoning course The minimum prescribed number of hours is 240* 

IB Biology Higher Level focuses on six core topics: cell biology, molecular biology, genetics, ecology, evolution/biodiversity, and human physiology. It is based on the curriculum published by the International Baccalaureate Organization. Students must complete additional study in eight topics: nucleic acids, metabolism, cell respiration, photosynthesis, genetics and evolution, animal physiology, and plant biology. Optional course topics for students include neurobiology and behavior, biotechnology and bioinformatics, ecology and conservations, and human physiology.

IB Chemistry Higher Level (3070) Chemistry Higher Level IB 3 Chemistry Higher Level IB 4

Recommended Grade:11, 12Required Prerequisites:NoneRecommended Prerequisites:Biology I and Chemistry ICredits:2 or 4 semester course, 1 credit per semester

Counts as an elective for all diplomas Fulfills a Chemistry I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors Qualifies as a quantitative reasoning course The minimum prescribed number of hours is 240

IB Chemistry Higher Level is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. It is based on the curriculum published by the International Baccalaureate Organization. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Students must complete additional study in nine topics: atomic theory, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy. Additional options are modern analytical chemistry and further organic chemistry. The minimum prescribed number of hours is 240. Counts as an Elective for all diplomas.



SCHB390100 SCHB390200 SCHB490100 SCHB490200

#### SCHC490100 SCHC490200

#### ADVANCED PLACEMENT & INTERNATIONAL BACCALAUREATE COURSES

#### **IB Chemistry Standard Level (3072)** SCHC290100 Chemistry Standards Level IB 1 SCHC290200 Chemistry Standards Level IB 2

Recommended Grade:	11, 12
Required Prerequisites:	Biology I and Chemistry I
Recommended Prerequisites:	None
Credits:	2 or 4 semester course, 1 credit per semester

Qualifies as a quantitative reasoning course The minimum prescribed number of hours is 240

IB Biology Higher Level focuses on six core topics: cell biology, molecular biology, genetics, ecology, evolution/biodiversity, and human physiology. It is based on the curriculum published by the International Baccalaureate Organization. Students must complete additional study in eight topics: nucleic acids, metabolism, cell respiration, photosynthesis, genetics and evolution, animal physiology, and plant biology. Optional course topics for students include neurobiology and behavior, biotechnology and bioinformatics, ecology and conservations, and human physiology.

**IB Chemistry Higher Level (3070) Chemistry Higher Level IB 3 Chemistry Higher Level IB 4** 

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	Biology I and Chemistry I
Credits:	2 or 4 semester course, 1 credit per semester

#### Counts as an elective for all diplomas

Fulfills a Chemistry I requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors.

Qualifies as a quantitative reasoning course

The minimum prescribed number of hours is 150.

IB Chemistry Standard Level is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. It is based on the curriculum published by the International Baccalaureate Organization. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy. Higher physical organic chemistry is a further option. Counts as an elective for all diplomas.



#### SCHB390100 SCHB390200

#### SCHC490100 SCHC490200



SCHE390101

SCHE390201

#### IB Environmental Systems and Societies Standard Level (3016) Environmental Systems SL IB 3 Environmental Systems SL IB 4

Recommended Grade:	11, 12
Required Prerequisites:	None
<b>Recommended Prerequisites:</b>	None
Credits:	2 or 4 semester course, 1 credit per semester

*Counts as a science elective for all diplomas Counts as an elective for all diplomas* 

The IB DP Environmental Systems and Societies Standard Level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues. The teaching approach strives to be conducive to students evaluating the scientific, ethical, and socio-political aspects of issues.

IB History Higher Level (1590) History Higher Level IB 1 History Higher Level IB 2 History Higher Level IB 3 History Higher Level IB 4

Recommended Grade:	11, 12	
Required Prerequisites:	None	
Recommended Prerequisites:	None	
Credits:	2 or 4 semester course, 1 credit per semester	

#### Counts as an elective for all diplomas

Fulfills US History requirement only with a regional concentration on the Americas

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance, and perspectives. The range of content is from 750 CE to the 21st Century.

#### SSHH490100 SSHH490200 SSHH490101 SSHH490201

**FWCS** WE ARE YOUR SCHOOLS

IB Language A: Literature Higher Level (1130) Lang A1 Higher Level IB 1 Lang A1 Higher Level IB 2 Lang A1 Higher Level IB 3 Lang A1 Higher Level IB 4

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	2 or 4 semester course, 1 credit per semester

*Fulfills an English/Language Arts requirement for all diplomas Counts as an Elective for all diplomas There will be a new assessment in 2021* 

The IB Diploma Programme language A: Literature Higher Level develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In language A: literature, the formal analysis of texts and wide coverage of a variety of literature—both in the language of the subject and in translations from other cultures—is combined with a study of the way literary conventions shape responses to texts. Students completing this course will have a thorough knowledge of a range of texts and an understanding of other cultural perspectives. They will also have developed skills of analysis and the ability to support an argument in clearly expressed writing, sometimes at significant length. This course will enable them to succeed in a wide range of university courses, particularly in literature but also in subjects such as philosophy, law and language.

#### IB Mathematics: Analysis and Approaches Standard Level (2588) DP IB Math Standard Level 1 DP IB Math Standard Level 2

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	Students should have strong Algebra II skills
Credits:	2 or 4 semester course, 1 credit per semester

*Fulfills a Mathematics course requirement Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors, and International Baccalaureate diplomas* 

Qualifies as a quantitative reasoning course

Counts as an Elective for all diplomas

The IB Mathematics: Analysis and Approaches course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content. It is for students who enjoy developing mathematical arguments, problem solving, and exploring real and abstract applications, with and without technology. Core topics provide students the opportunity to engage in detailed study of numbers and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

#### MAHM390100 MAHM390200

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 121

FWCS WE ARE YOUR SCHOOLS

IIB Music Higher Level (4212) Music Higher Level IB 1 Music Higher Level IB 2 Music Higher Level IB 3 CC Music Higher Level IB 4 CC

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	2 or 4 semester course, 1 credit per semester

*Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma Counts as a Directed Elective or Elective for all diplomas* 

The IB Music Higher Level course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme Music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology, and context. Through the course of study, students become aware of how musicians work and communicate.

#### **IIB Philosophy Higher Level (1600)**

Philosophy HL IB 1 Philosophy HL IB 2 Philosophy HL IB 3 Philosophy HL IB 4

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	Students should have strong Algebra II skills
Credits:	2 or 4 semester course, 1 credit per semester

*Counts as a Social Studies Course for the General diploma Counts as an elective for all diplomas* 

The IB Philosophy Higher Level course provides an opportunity for students to engage with some of the world's most interesting and influential thinkers. It also develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments and to evaluate highly complex and multifaceted issues. The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others. Students are challenged to develop their own philosophical voice and to grow into independent thinkers. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

#### MUHM490100 MUHM490200 MUHM590100 MUHM590200

SSHP490100 SSHP490200 SSHP490101 SSHP490201



SSHP390101

SSHP390201

IB Psychology Standard Level (1606) Psychology SL IB 1 Psychology SL IB 2

Recommended Grade:	11, 12
Required Prerequisites:	None
<b>Recommended Prerequisites:</b>	None
Credits:	2 or 4 semester course, 1 credit per semester

*Counts as a Social Studies Course for the General diploma. Counts as an Elective for all diplomas.* 

The IB Psychology Standard Level course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

#### IB Theory of Knowledge (0560) Theory of Knowledge IB I-1 Theory of Knowledge IB I-2

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	Students should have strong Algebra II skills
Credits:	2 or 4 semester course, 1 credit per semester

#### Counts as a Directed Elective or Elective for all diplomas

IB Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question "how do you know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

#### MDHK190100 MDHK190200

FWCS WE ARE YOUR SCHOOLS

IB Visual Arts Higher Level (4090) Visual Arts HL IB 1 Visual Arts HL IB 2 Visual Arts HL IB 3 Visual Arts HL IB 4

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Recommended Prerequisites:	None
Credits:	2 or 4 semester course, 1 credit per semester

*Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma Counts as a Directed Elective or Elective all diplomas* 

The IB Visual Arts Standard Level course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

#### IB World Language B Higher Level (2306)

WL B HL IB: French IV-1 WL B HL IB: French IV-2 WL B HL IB: French V-3 WL B HL IB: French V-4 WL B HL IB: Spanish IV-1 WL B HL IB: Spanish IV-2 WL B HL IB: Spanish V-3 WL B HL IB: Spanish V-4

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	Students should have strong Algebra II skills
Credits:	2 or 4 semester course, 1 credit per semester

*Counts as a World Language credit for all diplomas. Counts as an Elective or Directive Elective for all diplomas. In the Classical languages: new course assessment 2023* 

The IB Language B Higher Level course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. Those learning a language B at higher level should be able to follow university courses in other disciplines in the language B that is studied.

#### VAHV490100 VAHV490200 VAHV590100 VAHV590200

WLHF490100 WLHF490200 WLHF590101 WLHF590201 WLHS490100 WLHS490200 WLHS590101 WLHS590202

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 124

# DUAL CREDIT COURSES

PARTNERING WITH AREA UNIVERSITIES

and the second secon



# **PURDUE UNIVERSITY**

North Side	Northrop	South Side	Snider	Wayne
Reading, Writing, Inquiry I (DOE 1124)	Analytic Geometry & Calculus I (DOE 2527)	Analytic Geometry & Calculus I (DOE 2527)	Analytic Geometry & Calculus I (DOE 2527)	College Algebra/Trigono metry (DOE 2564/2566)
	Astronomy (DOE 3092)	College Algebra/Trigono metry (DOE 2564/2566)	College Algebra/Trigono metry (DOE 2564/2566)	Intro to Computer Science I (DOE 4801)
	Biology II (DOE 3026)	Practical Quantitative Reasoning (DOE 2550)	Elementary Statistical Methods (DOE 2544)	Reading, Writing, & Inquiry I (DOE 1124)
	College Algebra/Trigono metry (DOE 2564/2566)			Survey of Computer Science (DOE 4801)
	Examining Self as Teacher (DOE 5408)			
	General Chemistry (DOE 3066)			
	Second- Year Spanish I (DOE 2124) Second-Year Spanish II (DOE 2124)			



# IVY TECH, FORT WAYNE

North Side	Northrop	South Side	Snider	Wayne
	Architectural Design l (DOE 5650)	French Level l (DOE 2024)	American Government (DOE 1540)	Architectural Design I – WNT (DOE 5650)
	English Composition (DOE 1006)	French Level II (DOE 2024)		Business Ethics (DOE 4560)
	Intro to Design Tech (DOE 4802)	French Level III (DOE 2026)		Business Law (DOE 4560)
	Intro to Literature (DOE 1124)	French Level IV (DOE 2026)		Calculus I (2527)
	Mechanical Graphics (DOE 5644)			College Algebra/ Trigonometry (DOE 2564/2566)
				Customer Service (DOE 6142)
				English Composition (DOE 1006)
				Intro to Business (DOE 4562)
				Intro to Chemistry (DOE 3066)
				Intro to Design Technology – WNT (DOE 4802)



# IVY TECH, FORT WAYNE (CONT)

North Side	Northrop	South Side	Snider	Wayne
				Intro to Literature (DOE 1124)
				Intro to Microcomputers (DOE 4528)
				Mechanical Graphics – WNT (DOE 5644)
				Principles of Management (DOE 5268)
				Principles of Marketing (DOE 5914)
				Quantitative Reasoning (DOE 2550)
				Student Success in University (DOE 5394)
				The Entrepreneur and The Enterprise (DOE 5966)



# TRINE UNIVERSITY

North Side	Northrop	South Side	Snider	Wayne
Principles of Psychology (DOE 1532)	American History II (DOE 1542)	English Composition I (DOE 1006)		
	Microeconomics (DOE 1514)	Intro to Government (DOE 1540)		
		Principles of Biology I and Lab (3026)		
		World Civilization l (DOE 1574)		
		World Civilization II (DOE 1574)		



## **INDIANA UNIVERSITY, BLOOMINGTON**

North Side	Northrop	South Side	Snider	Wayne
American History l (DOE 1542)				
Calculus I (2527)				
College Algebra/ Trigonometry (DOE 2564/2566)				
Fundamentals of Economics (DOE 1514)				
German III (DOE 2044)				
German IV (DOE 2046)				
Intro to Government (DOE 1540)				



# WAYNE HIGH SCHOOL/IVY TECH EARLY COLLEGE COURSE SEQUENCE

Grade	lvy Tech Course	High School Course	Semester or Full Year	TC: Required or Elective	College Credits
9	IVYT 111- Student Success	Careers	Semester	Required	1
9	CINS 101- Introduction to Microcomputers	Digital Applications	Full Year	Required	3
10	MKTG 101- Principles of Marketing	Principles of Marketing	Full Year	Required	3
10	BUSN 101- Introduction to Business	Principles of Business Management	Full Year	Required	3
11	BUSN 106- Customer Service	Customer Service	Semester	Elective	3
11	BUSN 105- Principles of Management	Advanced Business Management	Semester	Elective	3
11	BUSN 201- Business Law	Business Law	Semester	Required	3
11	ENGL 111- English Composition	English Composition	Semester	Required	3
12	ENTR 101- Entrepreneurship	Entrepreneurship & New Ventures	Semester	Required	3
12	ACCT 101- Accounting	Advanced Accounting	Full Year	Required	3
12	ENGL 206- Introduction to Literature	Introduction to Literature	Semester	Required	3

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 131



# NORTH SIDE HIGH SCHOOL EARLY COLLEGE PROGRAM

## Vincennes University 30 Credit Hour Certificate

## Grade 10 - Sophomore Year

Course Title	Instructor	College Credits	Length of Course	Tuition Cost	Tuition (Free/Reduced)
IVYT 111- Student Success	NS Teacher	3	1 Semester	Gear Up Grant	\$0.00-VU
Health Course	Ms. Busch	CU Credit 2	1 Semester	Gear Up Grant	\$0.00-VU

## Grade 11 - Junior Year

Course Title	Instructor	College Credits	Length of Course	Tuition Cost	Tuition (Free/Reduced)
Bio: Plant & Animal OR Speech	Mr. Fox	4	Full Year	\$100.00 (\$25/credit hour - Bio)	\$0.00-VU
English Composition, I	Ms. Figel	3	Full Year	\$75.00 (\$25/credit hour)	\$0.00-VU
Study Hall			1 Semester		
American History	Mr. Tobin	3	Full Year	\$0	IU

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 132



# NORTH SIDE HIGH SCHOOL EARLY COLLEGE PROGRAM

## Vincennes University 30 Credit Hour Certificate

## Grade 12 - Senior Year

Course Title	Instructor	College Credits	Length of Course	Tuition Cost	Tuition (Free/Reduced)
English Composition, II	Mrs. Figel	3	All Year	\$75.00 (\$25/credit hr.)	\$0.00-VU
College Algebra	Mr. Bittner	6	All Year	\$0	\$0.00-IU
VU Online Course/Study Hall	VU Online	3	1 Semester	\$225.00 (\$75/credit hr.)	\$225.00
Speech OR Biology: Plant & Animal	VU Online	3	All Year	\$100.00 (\$25/credit hr Bio)	\$0.00-VU
General Psychology	Baumgartner	3	All Year	\$75.00 (\$25/credit hr.)	\$0.00-VU
Intro to Government	Mr. Mertes	3	1 Semester	\$0	IU

# ENGLISH LANGUAGE LEARNERS

M



English Language Learners: Fort Wayne Community Schools is committed to meeting the educational needs of all students and preparing them for the academic demands of postsecondary education. Course and credit requirements for earning a high school diploma applies to all students, including English learners. The mission of our English Language Learner (ELL) program is to ensure equity and access to high-quality education for all English learners while supporting their English language development as they move towards English language proficiency. Fort Wayne Community Schools provides courses in EL Development, EL Domain Support, ELA Content Support and EL Math to ensure that English learners have access to the language support they need while taking credit-bearing courses that count towards graduation requirements.

## **English Language Development**

ENL Newcomer ELA (1012) ENL Newcomer ELA 1 ENL Newcomer ELA 2

Recommended Proficiency: Co-requisite: Credits: Level 1 with more intense need ENL Newcomer WL 2 semester course 1 credit per semester

ENL Newcomer ELA, an integrated English course based on the WIDA English Language Development Standards, is the study of language, literature, composition and oral communication for English learners 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. Coursework addresses Indiana's Academic Standards for English/Language Arts at a low Entering proficiency level. Taken alongside ENL Newcomer WL. Fulfills an English Language Arts requirement for all diplomas.

#### LAHNC50100 LAHNC50200



ENL Newcomer WL (2188) ENL Newcomer WL 1 ENL Newcomer WL 2

Recommended Proficiency: Co-requisite: Credits: Level 1 with more intense need ENL Newcomer ELA 2 semester course 1 credit per semester

ENL Newcomer WL, an integrated English course based on the WIDA English Language Development Standards, is the study of language, literature, composition and oral communication for English learners 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. Coursework addresses Indiana's Academic Standards for World Languages at a Novice Low to a Novice Mid-level. Taken alongside ENL Newcomer ELA. Counts as World Language credits for all diplomas.

ENL Entering ELA (1012) ENL Entering ELA 1 ENL Entering ELA 2

Recommended Proficiency: Co-requisite: Credits: Level 1 ENL Entering WL 2 semester course 1 credit per semester

ENL Entering ELA, an integrated English course based on the WIDA English Language Development Standards, is the study of language, literature, composition and oral communication for English learners 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. Coursework addresses Indiana's Academic Standards for English/Language Arts at an Entering proficiency level. Taken alongside ENL Entering WL. Fulfills an English Language Arts requirement for all diplomas.

#### WLHNC50100 WLHNC50200

#### LAHEN50100 LAHEN50200

ENL Entering WL (2188) ENL Entering WL 1 ENL Entering WL 2

Recommended Proficiency: Co-requisite: Credits:

Level 1 ENL Entering ELA 2 semester course 1 credit per semester

ENL Entering WL, an integrated English course based on the WIDA English Language Development Standards, is the study of language, literature, composition and oral communication for English learners 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. Coursework addresses Indiana's Academic Standards for World Languages at a Novice Low to a Novice High level. Taken alongside ENL Entering ELA. Counts as World Language credits for all diplomas.

ENL Emerging WL (1012) ENL Emerging ELA 1 ENL Emerging ELA 2

Recommended Proficiency: Co-requisite: Credits: Level 2 ENL Emerging ELA 2 semester course 1 credit per semester

ENL Emerging ELA, an integrated English course based on the WIDA English Language Development Standards, is the study of language, literature, composition and oral communication for English learners 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. Coursework addresses Indiana's Academic Standards for English/Language Arts at an Emerging proficiency level. Taken alongside ENL Emerging WL. Fulfills an English Language Arts requirement for all diplomas.

**WLHEN50100** 

**WLHEN50200** 

LAHEM50100 LAHEM50200





## ENGLISH LANGUAGE LEARNERS

ENL Emerging WL (2188) ENL Emerging WL 1 ENL Emerging WL 2

Recommended Proficiency: Co-requisite: Credits: Level 2 ENL Emerging ELA 2 semester course 1 credit per semester

ENL Emerging WL, an integrated English course based on the WIDA English Language Development Standards, is the study of language, literature, composition and oral communication for English learners 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. Coursework addresses Indiana's Academic Standards for World Languages at a Novice High to Intermediate Low level. Taken alongside ENL Emerging ELA. Counts as World Language credits for all diplomas.

EL Developing (2188) EL Developing 1 EL Developing 2

Recommended Proficiency: Credits: Level 2-3 2 semester course 1 credit per semester

ENL Developing, an integrated English course based on the WIDA English Language Development Standards, is the study of language, literature, composition and oral communication for English learners 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. Coursework addresses Indiana's Academic Standards for World Languages at an Intermediate Low to an Intermediate Mid level. Counts as World Language credits for all diplomas. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards for English.



#### WLHEM50100 WLHEM50200

#### WLHDV50100 WLHDV50100



EL Expanding (2188) EL Expanding 1 EL Expanding 2

Recommended Proficiency: Credits: Level 3-4 2 semester course 1 credit per semester

ENL Expanding, an integrated English course based on the WIDA English Language Development Standards, is the study of language, literature, composition and oral communication for English learners 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. Coursework focuses on the Speaking and Listening domains. Addresses Indiana's Academic Standards for World Languages at an Intermediate Mid-level to Advanced Low level. Counts as World Language credits for all diplomas. All students should be concurrently enrolled in an English course in which class work will address the Indiana Academic Standards for English.

ENL Critical Reading (2188) ENL Critical Reading 1 ENL Critical Reading 2

Recommended Proficiency: Credits: Level 3-4 2 semester course 1 credit per semester

ENL Critical Reading, an integrated English course based on the WIDA English Language Development Standards, is the study of language, literature, composition and oral communication for English learners 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. Coursework focuses on the reading domain and addresses Indiana's Academic Standards for World Languages at an Intermediate Mid-level to Advanced Low level. All students should be concurrently enrolled in an English course in which class work will address the Indiana Academic Standards for English. Counts as World Language credits for all diplomas.

#### WLHEX50100 WLHEX50200

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 139

#### WLHCR50100 WLHCR50100

## FWCS|ELL ENGLISH LANGUAGE LEARNERS

ENL Enriched Vocabulary and Writing (2188) ENL Enriched Vocabulary and Writing 1 ENL Enriched Vocabulary and Writing 2

Recommended Proficiency: Credits: Level 3-4 2 semester course 1 credit per semester

ENL Enriched Vocabulary and Writing, an integrated English course based on the WIDA English Language Development Standards, is the study of language, literature, composition and oral communication for English learners 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. Coursework focuses on the writing domain and addresses Indiana's Academic Standards for World Languages at an Intermediate Mid level to Advanced Low level. All students should be concurrently enrolled in an English course in which class work will address the Indiana Academic Standards for English. Counts as World Language credits for all diplomas.

## **ELA Content Support**

EL English 9 (1002) EL English 9-1 EL English 9-2

> Recommended Proficiency: Credits:

Level 2-4 2 semester course 1 credit per semester

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 will have additional English Language Development (ELD) support as they 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. Fulfills an English/Language Arts requirement for all diplomas.



#### WLHVW50100 WLHVW50200

LAH0950100 LAH0950200



EL English 9 Support Lab (1010) EL English 9 Support Lab 1 EL English 9 Support Lab 2

Recommended Proficiency: Co-requisite: Credits: Level 2-4 English 9 or EL English 9 2 semester course 1 credit per semester

EL English 9 Support Lab is a supplemental course that provides English Learners with individualized or small group instruction designed to support success in completing Language Arts coursework aligned with Indiana's Academic Standards for English 9 focusing on the writing standards. EL English 9 Support Lab combines standards from English 9 with WIDA English Language Development (ELD) Standards. To be taken concurrently with English 9 or EL English 9. Counts as an elective for all diplomas.

EL English 10 (1004) EL English 10-1 EL English 10-2

Recommended Proficiency: Required Prerequisites: Credits: Level 2-4 EL English 9 or English 9 2 semester course 1 credit per semester

EL 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 will have additional English Language Development (ELD) support as they 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. Fulfills an English/Language Arts requirement for all diplomas.

#### LAH9S50100 LAH9S50200

#### LAHE250100 LAHE250200

FWCS|ELL ENGLISH LANGUAGE LEARNERS



EL English 10 Support Lab (1010) EL English 10 Support Lab 1 EL English 10 Support Lab 2

Recommended Proficiency: Co-requisite: Credits: Level 2-4 English 10 or EL English 10 2 semester course 1 credit per semester

EL English 10 Support Lab is a supplemental course that provides English Learners with individualized or small group instruction designed to support success in completing Language Arts coursework aligned with Indiana's Academic Standards for English 10 focusing on the writing standards. EL English 10 Support Lab combines standards from English 10 with WIDA English Language Development (ELD) Standards. To be taken concurrently with English 10 or EL English 10. Counts as an elective for all diplomas.

## EL Math

EL Basic Math I (0500) EL Basic Math I-1 EL Basic Math I-2

#### Recommended Proficiency: Credits:

Level 1-3 2 semester course 1 credit per semester

EL Basic Math I is a course that provides English Learners with individualized instruction to prepare students to be successful with high school mathematics course work. Students will have the opportunity to develop mathematical foundations including basic computation and mathematical fluency skills, which are essential for high school course work achievement. Counts as an Elective for all Diplomas.

#### LAHES50100 LAHES50200

#### MDHMA50100 MDHMA50200



#### EL Basic Math II (0500) EL Basic Math II-1 EL Basic Math II-2

#### Recommended Proficiency: Credits:

Level 1-3 2 semester course 1 credit per semester

EL Basic Math 2 is a course that provides English Learners with individualized instruction to prepare students to be successful with high school mathematics course work. Students will have continuing opportunities to develop mathematical foundations including computation and mathematical fluency skills, which are essential for high school course work achievement. Counts as an Elective for all Diplomas.

EL Algebra I Lab (2516) EL Algebra I Lab EL Algebra II Lab

Recommended Proficiency: Co-requisites: Credits: Level 1-4 Algebra I 2 semester course 1 credit per semester

Algebra I Lab is a mathematics support course for Algebra I. This course provides English Learners with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. However, whereas Algebra I contains exclusively grade-level content, EL Algebra I Lab combines standards from high school courses with foundational standards from the middle grades. Course to be taken concurrently with Algebra I. Counts as a Mathematics course for the General Diploma only or as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

#### EL Mathematics Lab-Algebra II (2560) EL Mathematics Lab-Algebra II-1 EL Mathematics Lab-Algebra II-2

Recommended Proficiency: Co-requisites: Credits: Level 1-4 Algebra II 2 semester course 1 credit per semester

EL Mathematics Lab – Algebra II provides English Learners with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Algebra II. EL Mathematics Lab – Algebra II combines standards from Algebra II with foundational standards from the middle grades and standards from Algebra I. Course to be taken concurrently with Algebra II. Counts as an elective for all diplomas.

#### MDHMA50101 MDHMA50201

**MAHA150100** 

**MAHA150200** 

#### MAHA250100 MAHA250200



# Business, Marketing, Information Technology & Entrepreneurship

COURSE DESCRIPTIONS

# ACCOUNTING



#### Accounting Fundamentals (4524) Accounting Fundamentals 1 Accounting Fundamentals 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 10, 11, 12 Principles of Business Management None 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

#### Counts as a Directed Elective or Elective for all diplomas.

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. Formerly called Introduction to Accounting. Principles course is not required until 24-25 school year because this course is included in Perkins V pathways.

#### Advanced Accounting (4522) Advanced Accounting 1 Advanced Accounting 2

Recommended Grade:	10, 11, 12	
Required Prerequisites:	Principles of Business Management;	
	Accounting Fundamentals	
Credits:	2 semester course, 2 semesters required,	
	1 credit per semester, 2 credits maximum	

#### Counts as a Directed Elective or Elective for all diplomas. Qualifies as a quantitative reasoning course.

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.

#### Audio & Video Production (7135) Audio and Video Production 1 Audio and Video Production 2

Recommended Grade:	10, 11, 12
Required Prerequisites:	Principles of Radio & TV
Credits:	2 semester course, 2 semesters required,
	1 credit per semester, 2 credits maximum

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.

#### BEHA100100 BEHA100200

#### BEHAA00100 BEHAA00200

#### BEHAV00100 BEHAV00200

Recommended Grade: Required Prerequisites:

**Credits:** 

# **AUDIO & VIDEO PRODUCTION**



**BEHAV00100** 

**BEHAV00200** 

Audio and Video Production Essentials (0421) Audio and Video Production 1 Audio and Video Production 2

10, 11, 12
Principles of Broadcasting
2 semester course, 2 semesters required,
1 credit per semester, 2 credits maximum

Audio and Video Production Essentials 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. This course counts as a directed elective or elective for all diplomas.

#### Business Law and Ethics (4560) Business Law & Ethics 1 Business Law & Ethics 2 Business Law & Ethics

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits: 2 semester course, 2 semester	
	1 credit per semester, 2 credits maximum

#### Counts as a Directed Elective or Elective for all diplomas.

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

Business Math (4512) Business Math 1 Business Math 2		BEI BEI
Recommended Grade:	10, 11 Ales has h	
Required Prerequisites: Credits:	Algebra I 1-2 semester course 1 credit per semester, 2 credits maximum	0 0 0 0

*Counts as an Elective or Directed Elective for all diplomas. Fulfills a Mathematics requirement for the General Diploma or Certificate of Completion only. Qualifies as a quantitative reasoning course.* 

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

#### BEHL100100 BEHL100200 BEHL100300

#### BEHM100100 BEHM100200

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK

PAGE 146

# **INFORMATION TECHNOLOGY**



Computer Illustration and Graphics (4516) Comp Illustrations & Graphics 1 Comp Illustrations & Graphics 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:

11, 12
None
Digital Applications and Responsibility
2 semester course, 2 semesters required,
1 credit per semester, 2 credits maximum

Counts as a Directed Elective or Elective for all diplomas.

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

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

# BEHG100100 BEHG100200

# **INFORMATION TECHNOLOGY**

Computer Science I (4801) Computer Science I-1 Computer Science I-2 Computer Science I-1 Computer Science I-2

Recommended Grade:Required Prerequisites:Recommended Prerequisites:Credits:2 s

10, 11, 12 None Introduction to Computer Science 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Counts as a directed elective or elective for all diplomas

Fulfills a science course requirement for all diplomas

Qualifies as a quantitative reasoning course

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

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



# BEHCS00100 BEHCS00200 BENCS00100 BENCS00200

# INFORMATION TECHNOLOGY

Cybersecurity (5253) **Cybersecurity 1 PLTW Cybersecurity 2 PLTW Cybersecurity 1 PLTW Cybersecurity 2 PLTW** 

**Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:** 

11, 12 **Computer Science I Computer Science II** 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Qualifies as a quantitative reasoning course. Fulfills a science course requirement for all diplomas Schools wishing to offer this course for multiple credits should utilize Next Level Programs of Study courses.

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

**Digital Applications and Responsibility (4528) Digital Applications & Responsibility Digital Applications & Responsibility 1 Digital Applications & Responsibility 2 Digital Application & Responsibility** 

#### **Recommended Grade:** Any **Required Prerequisites: Computer Science I Recommended Prerequisites:** Computer Science II 1-2 semester course, 1 credit per semester, 2 credits maximum **Credits:**

#### Counts as a Directed Elective or Elective for all diplomas.

Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or in everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decisionmaking and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.



# **BEHC490100 BEHC490200 BENCS90100 BENCS90200**

# **BEHT100300 BEHT100100 BEHT100200 BENT100300**

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK

**PAGE 149** 

**Credits:** 

# ENTREPRENEURSHIP

# WE ARE YOUR SCHOOLS

## **Entrepreneurship and New Ventures Capstone (5966) Entrepreneur & New Ventures 1 Entrepreneur & New Ventures 2**

**Recommended Grade: Required Prerequisites:** 

12 Any CTE Concentrator Sequence except Entrepreneurship **Recommended Prerequisites:** Earn CTE Concentrator Status in any CTE program or program of study 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

#### Counts as a directed elective or elective for all diplomas

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

#### Interactive Media (5232) **Interactive Media 1 Interactive Media 2**

Recommended Grade:	11, 12
<b>Required Prerequisites:</b>	None
Recommended Prerequisites: Introduction to Communicat	
	Digital Applications and Responsibility
Credits:	2 semester course, 2 semesters required,
1	credit per semester, 2 credits maximum

#### Counts as a directed elective or elective for all diplomas

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

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

# **BEHIM10100**

**BEHIM10200** 

# **BEHE100100 BEHE100200**



Introduction to Business (4518) Introduction to Business Introduction to Business 1 Introduction to Business 2

Recommended Grade:	9, 10
Required Prerequisites:	None
Recommended Prerequisites:	None
<b>Credits:</b> 1-2 semester course, 1 credit per semester, 2 credits r	maximum

#### Counts as a directed elective or elective for all diplomas

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.

Introduction to Communications (4790) Introduction to Communications 1 Introduction to Communications 2

Recommended Grade:	9, 10	
Required Prerequisites:	None	
Recommended Prerequisites:	None	
<b>Credits:</b> 1 or 2 semester course, 1 credit per semester, 2 credits maximum		

#### Counts as a directed elective or elective for all diplomas

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

# BEHB100300 BEHB100100 BEHB100200

## TEHC100100 TEHC100200

FWCS WE ARE YOUR SCHOOLS

**BEHIE10300** 

**BEHIE10100** 

**BEHIE10200** 

Introduction to Entrepreneurship (5967) Introduction to Entrepreneurship Introduction to Entrepreneurship 1 Introduction to Entrepreneurship 2

Recommended Grade:	9, 10
Required Prerequisites:	None
Recommended Prerequisites:	None
<b>Credits:</b> 1-2 semester course, 1 credit per semester, 2 credi	ts maximum

#### Counts as a directed elective or elective for all diplomas

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

#### Marketing Fundamentals (5914) Marketing Fundamentals 1 Marketing Fundamentals 2

Recommended Grade:	11, 12	
Required Prerequisites:	Principles of Busines Management	
Recommended Prerequisites:	None	
Credits:	2 semester course, 2 semesters required,	
	1 credit per semester, 2 credits maximum	

Counts as a directed elective or elective for all diplomas

\* Formerly Principles of Marketing; Principles course is not required until 2024-25 school year because this course is included in Perkins V pathways.

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.

# BEHPM00100 BEHPM00200

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 152



**BEAMM00100** 

**BEAMM00200** 

Mass Media Production (0422) Mass Media Performance I Mass Media Performance II

Recommended Grade: Required Prerequisites: 10, 11, 12 Principles of Broadcasting; Audio and Video Production Essentials None 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Recommended Prerequisites: Credits:

Counts as a directed elective or elective for all diplomas

This course counts as a directed elective or elective for all diplomas

Mass Media Production will focus on the study of 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.

Personal Financial Responsibility (4540) Personal Financial Responsibility Personal Financial Responsibility

Recommended Grade:		10, 11, 12
Required Prerequisites:		None
<b>Recommended Prerequisites:</b>		None
Credits:	1	credit per semester, 1 credits maximum

Counts as a directed elective or elective for all diplomas

Qualifies as a quantitative reasoning course

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

# BEHP100300 BENP100300



## Preparing for College and Careers (5394) Preparing for College & Careers

Recommended Grade:	9
Required Prerequisites:	None
Recommended Prerequisites:	None
<b>Credits:</b> 1-2 semester course, 1 credit per semester, 2 cr	edits maximum

Qualifies as one of the FACS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).

Counts as a directed elective or elective for all diplomas

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.

### Principles of Business Management (4562) Principles of Business Management 1 Principles of Business Management 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 9, 10, 11

None Digital Applications and Responsibility 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

#### Counts as a directed elective or elective for all diplomas

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

## **BEHPC00300**

**BEHBM00100** 

**BEHBM00200** 

# FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 154



## Principles of Entrepreneurship (7154) Principles of Entrepreneurship 1 Principles of Entrepreneurship 2

Recommended Grade:Required Prerequisites:Recommended Prerequisites:Credits:2 semes

9, 10, 11 None 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

#### Counts as a directed elective or elective for all diplomas

Principles of 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.

# MARKETING

Principles of Broadcasting (7139) Principles of Radio & TV 1 Principles of Radio & TV 2

Recommended Grade:	9, 10, 11
Required Prerequisites:	None
<b>Recommended Prerequisites:</b>	None
Credits:	2 semester course, 2 semesters required,
	1 credit per semester, 2 credits maximum

#### Counts as a directed elective or elective for all diplomas

The purpose of the Principles of Broadcasting course is to provide entry-level fundamental skills for students who wish to seek or pursue opportunities in the field of broadcasting or mass media. Students will explore the technical aspects of audio and sound design for radio production and distribution, as well as, the technical aspects of video production and distribution.

## **BEHPE00100 BEHPE00200**

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 155

## BEHPR00100 BEHPR00200

# MARKETING



**BEHR100100** 

**BEHR100200** 

Radio and Television I (5986) Radio & TV I:1 Radio & TV I:2

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	Introduction to Communications
Credits:	2 semester course, 2 semesters required,
	1 credit per semester, 2 credits maximum

This course counts as a directed elective or elective for all diplomas.

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

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

Radio and Television II (5992) Radio & TV II:1 Radio & TV II:2

Recommended Grade:	12	
Required Prerequisites:	Radio and Television I	
<b>Recommended Prerequisites</b>	None None	
Credits:	2 semester course, 2 semesters required,	
	1-3 credit per semester, 6 credits maximum	

This course counts as a directed elective or elective for all diplomas.

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.



# MARKETING

Sports and Entertainment Marketing (5984) Sports & Entertainment Marketing Sports & Entertainment Marketing 1 Sports & Entertainment Marketing 2

Recommended Grade:	11, 12
Required Prerequisites:	Marketing Fundamentals
Recommended Prerequisites: None	
Credits: 1-2 semester course, 1 credit per se	mester, 2 credits maximum

Counts as a Directed Elective or Elective for all diplomas.

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

Strategic Marketing (5918) Strategic Marketing 1 Strategic Marketing 2

Recommended Grade:	10,11, 12 *
Required Prerequisites:	Principles of Business Management*;
	Marketing Fundamentals
<b>Recommended Prerequisite</b>	s: None
Credits:	2 semester course, 2 semesters required,
	1-2 credit per semester, 4 credits maximum

This course counts as a directed elective or elective for all diplomas.

\* Principles course is not required until 2024-25 school year because this course is included in Perkins V pathways.

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



# BEHS100300 BEHS100100 BEHS100200

# BEHSM00100 BEHSM00200

# MARKETING

FWCS WE ARE YOUR SCHOOLS

**BEHW100100** 

**BEHW100200** 

Web Design (4574) Web Design 1 Web Design 2

	nended Grade: d Prerequisites:	11, 12 None
<b>Recommended Prerequisites:</b> Introduction to Communication		Introduction to Communications;
		Digital Applications and Responsibility
Credits:	1-2 semester course, 1	credit per semester, 2 credits maximum

Counts as a Directed Elective or Elective for all diplomas.

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

COURSE DESCRIPTIONS

## Adult Roles and Responsibilities (5330) Adult Roles & Responsibilities

Recommen	nded Grade:	10, 11, 12
<b>Required</b> F	Prerequisites:	None
Recommended Prerequisites: None		
Credits:	1 semester course, 1 credit per semester, 1	credit maximum

*Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement, in place of either Human Development and Wellness or Interpersonal Relationships. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. For more information, see 511 IAC 6-7.1- 4(c)(6).* 

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

### Advanced Child Development (5360) Advanced Child Development

Recommended Grade:10, 11, 12Required Prerequisites:NoneRecommended Prerequisites:Child DevelopmentCredits:1 or 2 semester course, 1 credit per semester, 2 credits maximum

#### This course counts as a directed elective or elective for all diplomas.

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



# FCHAR00300

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 160

## FCHC300300

Advanced Nutrition and Wellness (5340) Advanced Nutrition & Wellness Advanced Nutrition & Wellness 1 Advanced Nutrition & Wellness 2

Recommended Grade:10, 11, 12Required Prerequisites:NoneRecommended Prerequisites:Nutrition and WellnessCredits:1-2 semester course, 1 credit per semester,<br/>2 credits maximum

#### Counts as a directed elective or elective for all diplomas.

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

#### Child Development (5362) Child Development

Recommended Grade:	10, 11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	1 credit per semester, 1 credit maximum

#### This course counts as a directed elective or elective for all diplomas.

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



# FCHN200300 FCHN200100 FCHN200200

FCHC100300

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 161



FCHF200100

FCHF200200

Fashion & Textiles Careers I (5420) Fashion & Textiles Careers I-1 Fashion & Textiles Careers I-2

Recommended Grade:	11, 12 Name
Required Prerequisites:	None
<b>Recommended Prerequisites:</b> Preparing for College and Care	
Introduction to Fashion and Textiles Foundations	
Entrepreneurship and Marketing courses	
Credits:	2 semester course, 2 semesters required,

1 credit per semester, 2 credits maximum

#### Counts as a directed elective or elective for all diplomas.

Fashion and Textiles Careers I prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students to enter the Fashion Careers II course. Major topics include review of the dimensions of clothing, investigation of design elements and principles, evaluating manufacturing process, reviewing the processes from fiber production to items of clothing being worn, overall review of the textile and apparel industry, investigation of education and related careers. The course of study includes, but is not limited to the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professions II teacher. Articulation with post-secondary programs is encouraged.

# FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 162



## Fashion & Textiles Careers II (5421) Fashion & Textiles Careers II-1 Fashion & Textiles Careers II-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:

12 Fashion & Textiles Careers I None 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

#### This course counts as a directed elective or elective for all diplomas.

Fashion and Textiles Careers II prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students to enter into higher education programs of study related to the entire spectrum of the career clusters that encompass careers in fashion, apparel, and other textiles management, production, and services. Major topics include: fashion design, application of design elements and principles, the business of fashion designers, evaluating manufacturing processes, reviewing distribution processes in the fashion industry, garment costs and business math, reviewing the processes from fiber production to items of clothing being worn, overall review of the textile and apparel industry, fashion promotion, dynamics of fashion demand, writing fashion copy, investigation of fashion designers, customer relations and best practices, fashion merchandising, operational costs, forecasting trends, use of technology in the fashion industry, and career exploration and experience. A project-based approach with commercial/industry applications is a key component of this course of study. Student experiences may be either school-based or "on-thejob" or a combination of the two. Work based experiences in the fashion industry are strongly encouraged. A standards-based plan guides the students' experiences. This course is a core component of four-year career plans for the career clusters of Personal & Commercial Services; Manufacturing & Processing; and Art, A/V Technology & Communications. It is recommended for students with interests in apparel, textiles, and fashion career pathways and provides the foundation for continuing study. Students are monitored in their experiences by the Fashion Careers II teacher. Articulation with post- secondary programs is encouraged.

## Nutrition (7171) Nutrition 1 Nutrition 2

Recommended Grade:10, 11, 12Required Prerequisites:Principles of Culinary and HospitalityRecommended Prerequisites:NoneCredits:2 semester course, 2 semesters required,<br/>1 credit per semester, 2 credit maximum

#### This course counts as a directed elective or elective for all diplomas.

Nutrition students will learn 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 to apply those principles to menu planning and food preparation. This course will engage students in hands-on learning of nutritional concepts such as preparing nutrient dense meals or examining nutritional needs of student athletes.

## FCHFT00100 FCHFT00200

Housing and Interior Design Careers I (5352) Housing and Interior Design Careers I-1 Housing and Interior Design Careers I-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites:

**Credits:** 

 11, 12 None
 Preparing for College and Careers,
 Introduction to Housing and Interior Design 2 semester course, 2 semesters required,
 1-3 credits per semester, 6 credits maximum

This course counts as a directed elective or elective for all diplomas.

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

Housing and Interior Design Careers I prepares students for occupations and higher education programs of study related to the entire spectrum of career clusters that encompass careers related to housing, interiors, and furnishings. Topics include commercial applications of principles of design to creating aesthetic and functional residential and commercial environments; human, non-human, community, family, and financial resources for housing; housing and interiors materials and products; client-centered designing, drafting, blueprinting, and space planning; rendering, elevations, and sketching; historical, technological, and environmental impacts on housing and interiors; zoning, building codes, regulations, and accessibility guidelines, and their impact on housing-related outcomes. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive laboratory experiences with commercial applications are a required component of this course of study. Work-based experiences in the housing, interiors, and/or furnishings industries are strongly encouraged.



# FCHH200100 FCHH200200

Housing and Interior Design Careers II (5460) Housing and Interior Design Careers II-1 Housing and Interior Design Careers II-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:

12 Housing and Interior Design Careers I None 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

#### This course counts as a directed elective or elective for all diplomas.

Housing and Interior Design Careers II prepares students for occupations and higher education programs of study related to the entire spectrum of career clusters that encompass careers related to housing, interiors, and furnishings. Topics include commercial applications of principles of design to creating aesthetic and functional residential and commercial environments, human, non-human, community, family, and financial resources for housing, housing and interiors materials and products, client-centered designing, drafting, blueprinting, and space planning; rendering, elevations, and sketching; historical, technological, and environmental impacts on housing and interiors; zoning, building codes, regulations, and accessibility guidelines, and their impact on housing-related outcomes. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive laboratory experiences with commercial applications are a required component of this course of study. Work-based experiences in the housing, interiors, and/or furnishings industries are strongly encouraged.

#### Interpersonal Relationships (5364) Interpersonal Relationships

Recomme	nded Grade:	10, 11
<b>Required</b>	Prerequisites:	None
Recomme	nded Prerequisites:	None
Credits:	1-2 semester course, 1 credit per semester, 1 cre	dit maximum

Such a course may be differentiated from the regular course offering by using a subtitle in addition to Interpersonal Relationships. A student may earn credits for both versions of the course. No waiver is required in this instance. Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. For more information, see 511 IAC 6-7.1-4(c)(6).

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



## FCHH300100 FCHH300200

### FCHI100300

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 165

Introduction to Fashion & Textiles (5380) Intro to Fashion & Textiles Intro to Fashion & Textiles 1 Intro to Fashion & Textiles 2

Recomme	nded Grade:	9, 10, 11, 12
<b>Required</b>	Prerequisites:	None
Recommended Prerequisites: None		None
Credits:	1-2 semester course, 1 credit per semester,	2 credits maximum

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

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

#### Interior Design Fundamentals (7127) Interior Design Fundamentals 1 Interior Design Fundamentals 2

Recommended Grade:	10, 11, 12	
Required Prerequisites:	Principles of Interior Design	
Recommended Prerequisites:	None	
Credits:	2 semester course, 2 semesters required	
	1 credit per semester, 2 credit maximum	

#### Counts as a directed elective or elective for all diplomas.

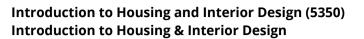
Interior Design Fundamentals provides students with an overview of the field of interior (environmental) design, including an understanding of fundamental construction knowledge and skills needed in the field. Exercises include small scale space analysis and functional planning based on user needs, furniture arrangement and selection, materials and finishes considerations and presentation techniques. Students will also learn basics regarding building practices, building structures, residential construction techniques, building materials and plan reading. Includes building codes, sustainable design practices, and the preparation of site and construction plans, elevations, sections, three-dimensional drawings details and hand renderings as they relate to construction and presentation drawings.



# FCHF100300 FCHF100100 FCHF100200

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 166

## FCHID00100 FCHID00200



Recomme	nded Grade:	9, 10, 11, 12
Required	Prerequisites:	None
Recomme	nded Prerequisites:	None
Credits:	1-2 semester course, 1 credit per sem	ester, 2 credits maximum

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

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



FCHH100300



FCHN100300

## Nutrition and Wellness (5342) Nutrition and Wellness

Recommended Grade:	9, 10
Required Prerequisites:	None
<b>Recommended Prerequisites:</b>	None
Credits:	1 credit per semester, 1 credits maximum

Counts as a directed elective or elective for all diplomas.

Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. For more information, see 511 IAC 6-7.1- 4(c)(6).

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

### Principles of Culinary & Hospitality (7173) Principles of Culinary & Hospitality 1 Principles of Culinary & Hospitality 2

Recommended Grade:	9, 10, 11
Required Prerequisites:	None
<b>Recommended Prerequisites:</b>	None
Credits:	2 semester course, 2 semesters required,
	1 credit per semester, 2 credits maximum

#### Counts as a directed elective or elective for all diplomas.

Principles of Culinary and Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the foodservice and lodging industry. Introduces procedures for decision-making that affects operation management, products, labor, and revenue. Additionally, students will learn the fundamentals of food preparation, basic principles of sanitation, service procedures, and safety practices in the foodservice industry including proper operation techniques for equipment.

## FCHPH00100 FCHPH00200

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 168



**FCHHS00100** 

**FCHHS00200** 

## Principles of Human Services (7176) Principles of Human Services 1 Principles of Human Services 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:

9, 10, 11 None 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

#### Counts as a directed elective or elective for all diplomas.

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

#### Principles of Interior Design (7132) Principles of Interior Design 1 Principles of Interior Design 2

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

#### Counts as a directed elective or elective for all diplomas.

Principles of Interior Design introduces students to fundamental design theory and color dynamics as applied to compositional design. Investigations into design theory and color dynamics will provide experiences in applying design theory to three-dimensional concepts, human factors and the psychology and social influences of space. These experiences will develop students' skills in creative problem solving, peer evaluation, and presentation skills.

### FCHPI00100 FCHPI00200



**FCHPT00100** 

**FCHPT00200** 

## Principles of Teaching (7161) Principles of Teaching 1 Principles of Teaching 2

Recommended Grade:	9, 10, 11
Required Prerequisites:	None
<b>Recommended Prerequisites:</b>	None
Credits:	2 semester course, 2 semesters required,
	1 credit per semester, 2 credits maximum

#### Counts as a directed elective or elective for all diplomas.

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 minimum 20-hour classroom observation experience is required for successful completion of this course.

#### Relationships and Emotions (7177) Relationships and Emotions 1 Relationships and Emotions 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 10, 11, 12 Principles of Human Services None 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

#### Counts as a directed elective or elective for all diplomas.

Relationship & Emotions examines the key elements of healthy relationships. Explores the main problems that damage relationships. Presents research findings on successful and unsuccessful relationships, and emotional connections. Explores the impact of one's emotional and relationship history on current and future romantic 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. Counts as a directed elective or elective for all diplomas.

## FCHR200100 FCHR200200

# FINE ARTS COURSE DESCRIPTIONS

Advanced Chorus (L) (4188) **Advanced Chorus I-1 Advanced Chorus I-2** Advanced Chorus II-1 **Advanced Chorus II-2** Advanced Chorus III-1 **Advanced Chorus III-2 Advanced Chorus IV-1 Advanced Chorus IV-2 Advanced Chorus: Show 1** Advanced Chorus: Show 2

WE ARE YOUR SCHOOLS

MUHC300100 MUHC300200 MUHC300101 MUHC300201 MUHC300102 MUHC300202 MUHC300103 MUHC300203 MUHC300104 MUHC300204

Recommended Grade:	10, 11, 12
<b>Required Prerequisites:</b>	None
<b>Recommended Prerequisites:</b>	Beginning and Intermediate Chorus
Credits:	1 semester course1 credit per semester

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

Counts as a directed elective or elective for all diplomas.

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

#### Laboratory Course.

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 music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Advanced Concert Band (L) (4170) Advanced Concert Band I-1 Advanced Concert Band I-2 Advanced Concert Band II-1 Advanced Concert Band II-2 Advanced Concert Band III-1 Advanced Concert Band III-1

MUHB300100 MUHB300200 MUHB300101 MUHB300201 MUHB300102 MUHB300202

Recommended Grade:	10, 11, 12
Required Prerequisites:	None
<b>Recommended Prerequisites:</b>	Beginning and Intermediate Concert Band
Credits:	1 semester course1 credit per semester

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

Counts as a directed elective or elective for all diplomas.

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

Laboratory Course.

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 performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.



Advanced Orchestra (L) (4174) Advanced Orchestra I-1 Advanced Orchestra I-2 Advanced Orchestra II-1 Advanced Orchestra II-2 Advanced Orchestra III-1 Advanced Orchestra III-2 Advanced Orchestra IV-1 Advanced Orchestra IV-2

dvanced Orchestra IV-1 dvanced Orchestra IV-2 Recommended Grade: Recommended Prerequisites:

10, 11, 12 Beginning and Intermediate Orchestra 1 semester course1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

Laboratory Course

**Credits:** 

Advanced Orchestra is based on the Indiana Academic Standards for High School Instrumental Music. Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines. Experiences include

improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. FWCS WE ARE YOUR SCHOOLS

> MUHO300100 MUHO300200 MUHO300101 MUHO300201 MUHO300102 MUHO300103 MUHO300203

Advanced Theatre Arts (L) (4240) Advanced Theatre Arts I-1 Advanced Theatre Arts I-2 Advanced Theatre Arts II-1 Advanced Theatre Arts II-2

**Recommended Prerequisites:** 

**Recommended Grade:** 

## 10, 11, 12 Beginning and Intermediate Orchestra

1 semester course1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

#### Laboratory Course

**Credits:** 

Advanced Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Theatre Arts read and analyze plays and apply criteria to make informed judgments. They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work. They also attend and critique theatre productions and identify ways to support the theatre in their community.

#### Advanced Three Dimensional Art (L) (4006) Advanced Three-Dimensional Art

Recommended Grade:	Any
<b>Required Prerequisites:</b>	None
<b>Recommended Prerequisites:</b>	Introduction to Two- Dimensional Art,
	Introduction to Three-Dimensional Art
Credits:	1 semester course1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

#### Laboratory Course

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.



THHA200300 THHA200301 THHT200302 THHT200303

VAHA200300

Advanced Two-Dimensional Art (L) (4004) Advanced Two-Dimensional Art I Advanced Two-Dimensional Art I-1 Advanced Two-Dimensional Art I-2 Advanced Two-Dimensional Art II-1 Advanced Two-Dimensional Art II-2 Advanced Two-Dimensional Art III-1 Advanced Two-Dimensional Art III-1

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:

None Introduction to Two-Dimensional Art 1 semester course1 credit per semester

Any

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

#### Laboratory Course

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



VAHT200300 VAHT200100 VAHT200200 VAHT200101 VAHT200201 VAHT200102 VAHT200202

Applied Music (L) (4200) Applied Music: Percussion 1 Applied Music: Percussion 2 Applied Music Jazz I-1 Applied Music Jazz I-2 Applied Music Jazz II-1 Applied Music Jazz II-2

Recommended Grade:	Any
<b>Required Prerequisites:</b>	None
<b>Recommended Prerequisites:</b>	None
Credits:	1 semester course1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

#### Laboratory Course

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

#### Beginning Chorus (L) (4182) MUHC100100 Beginning Chorus I-1 MUHC100200 Beginning Chorus I-2

Recommended Grade:	Any
Required Prerequisites:	None
<b>Recommended Prerequisites:</b>	None
Credits:	1 semester course1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

#### Laboratory Course

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 music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.



### MUHAM00101 MUHAM00201 MUHJ100100 MUHJ100200 MUHJ200100 MUHJ200200

#### VAHA200300

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 177



## Beginning Concert Band (L) (4160) Beginning Concert Band I-1 Beginning Concert Band I-2

Recommended Grade:	Any
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	1 semester course1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

#### Laboratory Course

Beginning Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature. 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 music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

# MUHB100100 MUHB100200



## Beginning Orchestra (L) (4166) Beginning Orchestra I-1 Beginning Orchestra I-2

Recommended Grade:	Any
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	1 semester course1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

#### Laboratory Course

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

# MUHO100100 MUHO100200

Ceramics (L) (4040) Ceramics I Ceramics I-1 Ceramics I-2 Ceramics II-1 Ceramics II-2 Ceramics III-2 Ceramics III-2 Ceramics IV-1 Ceramics IV-2 FWCS WE ARE YOUR SCHOOLS

> VAHE100300 VAHE100100 VAHE200100 VAHE200200 VAHE300100 VAHE300200 VAHE400100 VAHE400200

Recommended Grade:	10, 11, 12
<b>Required Prerequisites:</b>	None
<b>Recommended Prerequisites:</b>	Introduction to Two-Dimensional Art,
	Introduction to Three-Dimensional Art
Credits:	1 semester course1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

#### Laboratory Course

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.



**MUHCE00100** 

**MUHCE00200** 

Choral Chamber Ensemble (L) (4180) Choral Chamber Ensemble 1 Choral Chamber Ensemble 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: 10, 11, 12 None One year or two semesters of Beginning Chorus 1 semester course1 credit per semester

**Credits:** 

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

Choral Chamber Ensemble is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students are required to participate in

performance opportunities outside of the school day that support and extend learning in the classroom.



### Dance Choreography: Ballet, Modern, Jazz, or Ethnic-Folk (L) (4142) Dance Choreography I-1 Dance Choreography I-2 Dance Choreography II-1 Dance Choreography II-2

Recommended Grade:	Any
<b>Required Prerequisites:</b>	None
<b>Recommended Prerequisites:</b>	None
Credits:	1 semester course1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

A non-licensed dance instructor may be contracted to provide instruction with a licensed Fine Arts teacher serving as the teacher of record.

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

Dance Choreography is based on the Indiana Academic Standards for Dance. Learning activities in choreography are sequential and systematic and allow students to express themselves. A wide variety of materials and experiences are used in order to provide students with the knowledge, skills, and appreciation of the multi-styled and multicultural dance expressions. Choreographic activities provide students opportunities to participate in roles as a soloist, a choreographer or leader, and in a subject role. Students also explore a wide variety of choreographic philosophies as well as administrative and media skills necessary for the promotion and documentation of works to be performed. Students experience and learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals or companies.

### FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 182

### DAHC100100 DAHC100200 DAHC200100 DAHC200200



Dance Performance: Ballet, Modern, Jazz, or Ethnic-Folk (L) (4146) Dance Performance I-1 Dance Performance I-2 Dance Performance II-1 Dance Performance II-2 Dance Performance III-2 Dance Performance III-2
Dance Performance IV-1
Dance Performance IV-2
Dance Performance V-1
Dance Performance V-2

DAHP100100
DAHP100200
DAHP200100
DAHP200200
DAHP300100
DAHP300200
DAHP400100
DAHP400200
DAHP500100
DAHP500200

Recommended Grade:	10, 11, 12
<b>Required Prerequisites:</b>	None
<b>Recommended Prerequisites:</b>	None
Credits:	1 semester course1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

A non-licensed dance instructor may be contracted to provide instruction with a licensed Fine Arts teacher serving as the teacher of record.

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

Dance Performance is based on the Indiana Academic Standards for Dance. Sequential and systematic learning experiences are provided in the specific genre offered, whether it is Ballet, Modern, Jazz, or Ethnic-Folk. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. The performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. They also become aware of the career opportunities in dance.

Drawing (L) (4060) VAHR100300 Drawing I VAHR100100 Drawing I-1 VAHR100200 Drawing I-2 VAHR200100 Drawing II-1 VAHR200200 Drawing II-2 VAHR300100 Drawing III-1 VAHR300200 Drawing III-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 10, 11, 12 None Introduction to Two-Dimensional Art 1 semester course1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

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.



DAHC100100 DAHC100200 DAHC200100 DAHC200200



**FAND100100** 

FAND200200

### Digital Design (L) (4082) Digital Design 1 Digital Design 2

Recommended Grade:	10, 11, 12
Required Prerequisites:	None
Recommended Prerequisites:	Introduction to Two-Dimensional Art
Credits:	1 semester course1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

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

### Electronic Music (L) (4202) Electronic Music 1 Electronic Music 2

Recommended Grade:	Any
<b>Required Prerequisites:</b>	None
<b>Recommended Prerequisites:</b>	None
Credits:	1 semester course1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

Electronic Music is based on the Indiana Academic Standards for High School Music Technology. Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music.

### MUHEM00100 MUNEM00200



Graphic Design and Layout (5550) Graphic Design and Layout Graphic Design and Layout

Recommended Grade:	11, 12
<b>Required Prerequisites:</b>	Principles of Digital Design;
	Digital Design Graphics
Recommended Prerequisites:	None
Credits:	2 semester course, 2 semesters required,
	1 credit per semester, 2 credits maximum

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

*Counts as a Directed Elective or Elective for all diplomas.* 

### Laboratory Course

Graphic Design and Layout teaches design process and the proper and creative use of type as a means to develop effective communications for global, corporate and social application. Students will create samples for a portfolio, which may include elements or comprehensive projects in logo, stationery, posters, newspaper, magazine, billboard, and interface design.

Intermediate Chorus (L) (4186) Intermediate Chorus I-1 Intermediate Chorus I-2

Recommended Grade:10, 11, 12Required Prerequisites:NoneRecommended Prerequisites:Beginning ChorusCredits:1 semester course1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

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 music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

### MUHC200100 MUHC200200

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 186

### TIHGD00100 TIHGD00200



### Intermediate Concert Band (L) (4168) **Intermediate Concert Band I-1** Intermediate Concert Band I-2

**Recommended Grade:** 

### 10, 11, 12 **Required Prerequisites:** None **Recommended Prerequisites: Beginning Concert Band** 1 semester course, 1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

Laboratory Course

**Credits:** 

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

### **MUHB200100 MUHB200200**

Intermediate Orchestra (L) (4172) Intermediate Orchestra I-1 Intermediate Orchestra I-2 Intermediate Orchestra II-1 Intermediate Orchestra II-2

Recommended Grade:10, 11, 12Required Prerequisites:NoneRecommended Prerequisites:Beginning OrchestraCredits:1 semester course, 1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

Intermediate Orchestra is based on the Indiana Academic Standards for High School Instrumental Music. Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines. 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 music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.



### MUHO200100 MUHO200200 MUHO200101 MUHO200201



### Introduction to Two Dimensional Art (L) (4000) Intro to Two-Dimensional Art

Recommended Grade:	Any
Required Prerequisites:	None
<b>Recommended Prerequisites:</b>	None
Credits:	1 semester course, 1 credit per semester

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

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

### Introduction to Three Dimensional Art (L) (4002) Introduction to Three-Dimensional Art

Recommended Grade:AnyRequired Prerequisites:NoneRecommended Prerequisites:NoneCredits:1 semester course, 1 credit per semester

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to 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. VAHA100300

FWCS WE ARE YOUR SCHOOLS

**MUHZ100100** 

MUHZ100200

### Jazz Ensemble (L) (4164) Jazz Ensemble 1 Jazz Ensemble 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites:

### 10, 11, 12 None One year or two semesters of Beginning Concert Band 1 semester course, 1 credit per semester

Credits:

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

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.

### FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 190

Jewelry (L) (4042) Jewelry I-1 Jewelry I-2 Jewelry II-1 Jewelry II-2 FWCS WE ARE YOUR SCHOOLS

### VAHJ100100 VAHJ100200 VAHJ200100 VAHJ200200

Recommended Grade:	10, 11, 12
<b>Required Prerequisites:</b>	None
<b>Recommended Prerequisites:</b>	Introduction to Two-Dimensional Art;
	Introduction to Three-Dimensional Art
Credits:	1 semester course, 1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

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.

### FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 191



**MUHHA00100** 

**MUHHA00200** 

**MUHHA00300** 

Music History and Appreciation (4206) Music History & Appreciation Music History & Appreciation Music History & Appreciation

Recommended Grade:	Any
<b>Required Prerequisites:</b>	None
<b>Recommended Prerequisites:</b>	None
Credits:	1 semester course, 1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

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

Musical Theatre (0518) Musical Theatre

TH	HN	ЛT	00	30	0

Recommended Grade:	Any
<b>Required Prerequisites:</b>	None
<b>Recommended Prerequisites:</b>	None
Credits:	1 semester course, 1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

Musical Theatre is based on the Indiana Academic Standards for Theatre. Students in this course study the history of musical theatre and its place in today's society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theatre, dance, and visual arts faculty. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

**FWCS** We are your schools

**MUHTC00300** 

**MUHTC00100** 

**MUHTC00200** 

### Music Theory and Composition (L) (4208) Music Theory & Composition I Music Theory & Composition I-1 Music Theory & Composition I-2

Recommended Grade:	Any
<b>Required Prerequisites:</b>	None
<b>Recommended Prerequisites:</b>	None
Credits:	1 semester course, 1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. 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.

Painting (L) (4064) VAHP100300 Painting I VAHP100100 Painting I-1 VAHP100200 Painting I-2 VAHP200100 Painting II-1 VAHP200200 Painting II-2 VAHP300100 Painting III-1

Recommended Grade:		Any
Required Prerequisites:		None
<b>Recommended Prerequisites:</b>		None
Credits:	1 semester course, 1 credit per se	emester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. 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

### MUHTC00300 MUHTC00100 MUHTC00200

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK

### PAGE 193

Painting (L) (4064) Painting I Painting I-1 Painting I-2 Painting II-1 Painting II-2 Painting III-1 Painting III-2 FWCS WE ARE YOUR SCHOOLS

> VAHP100300 VAHP100100 VAHP100200 VAHP200100 VAHP200200 VAHP300100 VAHP300200

Recommended Grade:	10, 11, 12
Required Prerequisites:	None
<b>Recommended Prerequisites:</b>	Introduction to Two-Dimensional Art
Credits:	1 semester course, 1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

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

Photography (L) (4062) Photography I Photography I-1 Photography I-2 Photography II-1 Photography III-2 Photography III-1 Photography III-2

H.	W	С	S
WE ARE YOUR SCHOOLS			

VAHH100300 VAHH100100 VAHH200100 VAHH200200 VAHH300100 VAHH300200

Recommended Grade:	10, 11, 12
Required Prerequisites:	None
<b>Recommended Prerequisites:</b>	Introduction to Two-Dimensional Art
Credits:	1 semester course, 1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

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.



**MUHPK00300** 

### Piano and Electronic Keyboard (L) (4204) Piano & Electronic Keyboard

Recommended Grade:	Any
<b>Required Prerequisites:</b>	None
<b>Recommended Prerequisites:</b>	None
Credits:	1 semester course, 1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

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

Principles of Digital Design (714	0)
Principles of Digital Design	
Principles of Digital Design	

Recommended Grade:	9, 10, 11
<b>Required Prerequisites:</b>	None
<b>Recommended Prerequisites</b>	None None
Credits:	2 semester course, 2 semesters required,
	1 credit per semester, 2 credits maximum

### Counts as a Directed Elective or Elective for all diplomas.

Principles of Digital Design introduces students to fundamental design theory. Investigations into design theory and color dynamics will provide experiences in applying design theory, ideas and creative problem solving, critical peer evaluation, and presentation skills. Students will have the opportunity to apply the design theory through an understanding of basic photographic theory and technique. Topics will include image capture, processing, various output methods, and light.

### VAHPV00100 VAHPV00200

FWCS

VAHS100300

VAHS200100

VAHS200200

Sculpture (L) (4044) Sculpture I Sculpture II-1 Sculpture II-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites:

Any None Introduction to Two-Dimensional Art, Introduction to Three-Dimensional Art 1 semester course, 1 credit per semester

Credits:

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

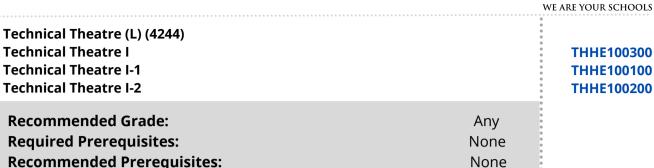
Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma

*Counts as a Directed Elective or Elective for all diplomas.* 

### Laboratory Course

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

### al Art, al Art



1 semester course, 1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

**Credits:** 

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

### Theatre Arts (L) (4242) Theatre Arts 1

**Theatre Arts 2** 

<b>Recommended Grade:</b>		Any
<b>Required Prerequisites:</b>		None
<b>Recommended Prerequisites:</b>		None
Credits:	1 semester course, 1 credit per se	emester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

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





### FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 198



**THHP100100** 

**THHP100200** 

Theatre Production (L) (4248) Theatre Production 1 Theatre Production 2

Recommended Grade:	Any
<b>Required Prerequisites:</b>	None
<b>Recommended Prerequisites:</b>	None
Credits:	1 semester course, 1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

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

Vocal Jazz (L) (4184) Vocal Jazz 1 Vocal Jazz 2

Recommended Grade:	Any
<b>Required Prerequisites:</b>	One year or two semesters of
	Beginning Chorus
<b>Recommended Prerequisites:</b>	None
Credits:	1 semester course, 1 credit per semester

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

Fulfills a Fine Arts requirement for Core 40 Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas.

### Laboratory Course

Vocal Jazz is based on the Indiana Academic Standards for High School Choral Music. Students in this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of vocal jazz. Instruction includes the study of the history and formative and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. . 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.

### MUHVJ00100 MUHVJ00200

## HEALTH & WELLNESS

COURSE DESCRIPTIONS

### **HEALTH & WELLNESS**

Health and Wellness Education (3506) Health & Wellness Health & Wellness: Education Health & Wellness: Credit Recovery Health & Wellness: SE

Recommended Grade:AnyRequired Prerequisites:NoneRecommended Prerequisites:8th grade health educationCredits:1 semester course, 1 credit per semester, 1 credit maximum

### Fulfills Health and wellness requirement for all diploma type

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



HENH100300 HEHH100300 HEHH107300 HEHH140300

COURSE DESCRIPTIONS

**FWCS** we are your schools

LAHC100300

LANC100301

Creative Writing (1092) Creative Writing Creative Writing

•	
Recommended Grade:	11, 12
Required Prerequisites:	None
<b>Recommended Prerequisites:</b>	English 9, English 10,
	or teacher recommendation
Credits:	1 semester course, 1 credit per semester

### Fulfills an English/Language Arts requirement for all diplomas

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

Critical Thinking and Argumentation (1074) Critical Thinking & Argumentation	
Recommended Grade: Required Prerequisites:	11, 12 None
Recommended Prerequisites: Credits:	English 9, English 10, or teacher recommendation 1 semester course, 1 credit per semester

### Fulfills an English/Language Arts requirement for all diplomas

Critical Thinking and Argumentation, a course based on the Indiana Academic Standards for English/Language Arts, is a study of deductive and inductive logic, including logical fallacies, and should challenge students to think critically, analytically, and philosophically. Students learn to formulate thoughtful inquiry questions, connect ideas or concepts, challenge ideas and concepts, and rephrase ideas when appropriate. Active class participation is essential, including persistent questioning, rational discussion, and reasoned argumentation. Students make comments that reflect the development of logic (a line of reasoning), represent a clear point of view, and involve evidence of support (data, examples, anecdotes, documents, information from a variety of sources). Students use the same Standard English conventions for oral speech that they use in their writing.

### LANCA00300

Developmental Reading (1120)
Dev Reading I: (Lexile 500-800) 1
Dev Reading I: (Lexile 500-800) 2
Dev Reading I: (SE Lexile 500-800) 1
Dev Reading I: (SE Lexile 500-800) 2
Dev Reading II: (Lexile 801-1100) 1
Dev Reading II: (Lexile 801-1100) 2

### **Recommended Grade: Required Prerequisites: Recommended Prerequisites:** Credits: 1 semester course, 1 credit per semester, 8 credits maximum This course allows for successive semesters of instruction for students who need additional support in vocabulary development and reading comprehension.

### Counts as an elective for all diplomas

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

English 9 (1002) **English 9: Academic 1 English 9: Academic 2 English 9:1 Credit Recovery English 9:2 Credit Recovery** English 9-1 English 9-2 **English 9: Honors 1 English 9: Honors 2** English 9-1 English 9-2 **English 9: Honors 1 English 9: Honors 2** 

Recommended Grade:	9
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	2 semester course, 1 credit per semester

### Fulfills an English/Language Arts requirement for all diplomas

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.



LAHR100100 LAHR100200 LAHR140100 LAHR140200 LAHR200100 LAHR200200

Any

None None

> LAHE100100 LAHE100200 LAHE107100 LAHE107200 LAHE140100 LAHE140200 LAHE160100 LAHE160200 LANE100100 LANE100200 LANE160100 LANE160200

English 10 (1004) **English 10: Academic 1 English 10: Academic 2 English 10: Credit Recovery 1 English 10: Credit Recovery 2** English 10: SE 1 English 10: SE 2 **English 10: Honors 1 English 10: Honors 2** English 10-1 English 10-2

Recommended Grade:	10, 11
Required Prerequisites:	None
Recommended Prerequisites:	English 9 or teacher recommendation
Credits:	2 semester course, 1 credit per semester

### Fulfills an English/Language Arts requirement for all diplomas

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.

English 11 (1006) **English 11: Academic 1** English 11: Academic 2 **English 11: Credit Recovery 1 English 11: Credit Recovery 2** English 11: SE 1 English 11: SE 2 English 11: Honors 1 English 11: Honors 2 English 11-1 English 11-2

Recommended Grade:	11
Required Prerequisites:	None
Recommended Prerequisites:	English 9 or 10 or teacher recommendation
Credits:	2 semester course, 1 credit per semester

### Fulfills an English/Language Arts requirement for all diplomas

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.



LAHE200100 LAHE200200 LAHE207100 LAHE207200 LAHE240100 LAHE240200 LAHE260100 LAHE260200 LANE200100 LANE200200

LAHE300100 LAHE300200 LAHE307100 LAHE307200 LAHE340100 LAHE340200 LAHE360100 LAHE360200 LANE300100 LANE300200

English 12 (1008) English 12 Academic 1 English 12 Academic 2 English 12 Credit Recovery 1 English 12 Credit Recovery 2 English 12 SE 1 English 12 SE 2 English 12 Honors 1 English 12 Honors 2 English 12-1 English 12-2

Recommended Grade:	12
Required Prerequisites:	None
Recommended Prerequisites: E	nglish 9, English 10 and English 11 or teacher recommendation
Credits:	2 semester course, 1 credit per semester

### Fulfills an English/Language Arts requirement for all diplomas

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

Ethnic Literature (1032) Ethnic Literature Ethnic Literature: Hispanic Ethnic Literature

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

### Fulfills an English/Language Arts requirement for all diplomas

Ethnic Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of literature focusing on specific multicultural issues produced by writers representing various ethnic cultures. Students examine works exploring ethnic experiences and ideas as well as the contributions of authors to multicultural themes. Students analyze the expressions of cultural identities within ethnic literature and how problems or issues of interest to a given group relate or interconnect with national issues and history. 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.



LAHE400100 LAHE400200 LAHE407100 LAHE407200 LAHE440100 LAHE440100 LAHE460100 LAHE460200 LANE400100 LANE400200

LAHL100302 LAHL100305 LANL100302

WE ARE YOUR SCHOOLS

LAHFL03300

LANFL00300

### Film Literature (1034) **Film Literature Film Literature**

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

### Fulfills an English/Language Arts requirement for all diplomas

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

**Genres of Literature (1036) Genres of Literature** 

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

### Fulfills an English/Language Arts requirement for all diplomas

Genres of Literature, a course based on the Indiana Academic Standards for English/Language Arts is a study of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times. 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.

### LAHL100307

Journalism (1080) Journalism I Journalism I-1 Journalism I-2 Journalism 1 Journalism 2

Recommende	d Grade:	Any
Required Prer	equisites:	None
Recommende	d Prerequisites:	None
Credits:	1 or 2 semester course, 1 credit per semester. Second credit may be s Advanced to allow for a successive semester of instruction at an advan	

English/Language Arts credit (1080): Journalism course work addresses the Indiana Academic Standards for English/Language Arts, the credits accrued can be counted as part of the eight (8) required English/Language Arts credits for all diplomas.

Counts as an elective for all diplomas

NOTE: This is not a student publications course. The designated school newspaper or yearbook course is Student Media (1086).

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

### Language Art Lab (1010)

Lang. Arts Lab 1 Lang. Arts Lab 2 Lang. Arts Lab: SE Lexile (200-700) 1 Lang. Arts Lab: SE Lexile (200-700) 2 Lang. Arts 10: Tier 1 Core Sup Language Lab Lang. Arts 10: Tier 1 Core Sup Language Lab Lang. Arts 10: Tier 1 Core Sup Language Lab Debate Mass Media 1 Mass Media 2

Recommended Grade:AnyRequired Prerequisites:NoneRecommended Prerequisites:NoneCredits:2 or 4 semester course, 1 credit per semester. Thiscourse allows for successive semesters of instruction for students who need additional support in<br/>any or all aspects of the writing standards.

### Counts as an Elective for all diplomas.

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English/Language Arts focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards. LAHEL00100 LAHEL00200 LAHL140100 LAHL140200 LAHL210100 LAHL210200 LAHL210300 LAND100300 LANM100101 LANM100201



### LAHJ100300 LAHJ100100 LAHJ100200 LANJ100100 LANJ100200



### LAHM100300

### Library Media (1082)Library Media

Recommended Grade:	Any
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	1 semester course, 1 credit per semester

### Counts as an elective for all diplomas

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

Digital Media (1084) Digital Media Digital Media 1 Digital Media 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites:	Any None None
Credits:	·1 or 2 semester course, 1 credit per semester.
advanced level. English/Language Arts cre	I to allow for a successive semester of instruction at an edit (1084): Digital Media course work addresses the Language Arts, credits accrued can be counted as part of arts credits for all diplomas.
the eight (8) required English/Language A	rts credits for all diplomas.

### Counts as an Elective for all diplomas.

Digital Media, a course based on the Indiana Academic Standards for English/Language Arts and Media Literacy Standards, is a study of media literacy and production skills. This course examines the impact of informational, narrative, and persuasive media on everyday life. This course will focus on changes in media and includes practice in broadcast journalism, audio/visual storytelling, multimedia storytelling, as well as different platforms such as online and social media. Students will analyze local, national, and global media through the lens of law, ethics, and social responsibility. Students use course content to become knowledgeable consumers and producers of media. For the second credit: Students continue to develop media production skills in addition to continuing critical media analysis. By the end of the semester, students write and produce media projects.

### LAHM100301 LAHM100101 LAHM100201

Novels (1042)

Novels

### LANGUAGE ARTS

FWCS WE ARE YOUR SCHOOLS

### LAHN100300 LANN100300

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

### Fulfills an English/Language Arts requirement for all diplomas.

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

Short Stories (1046) Short Stories Short Stories	
Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	English 9, English 10 or teacher recommendation
Credits:	1 semester course, 1 credit per semester

### Fulfills an English/Language Arts requirement for all diplomas.

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

### FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 210

### LAHSS00300 LANSS00300

### Speech (1076) Speech



### LAHS100300

Recommended Grade:	Any
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	1 semester course, 1 credit per semester

### Fulfills an English/Language Arts requirement for all diplomas.

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

Student Publications (Student Media) (1086) Student Publications: Newspaper I-1 Student Publications: Newspaper II-2 Student Publications: Newspaper II-1 Student Publications: Newspaper III-2 Student Publications: Newspaper III-1 Student Publications: Newspaper III-2 Student Publications: Newspaper IV-1 Student Publications: Newspaper IV-2 Student Publications: Yearbook I-1 Student Publications: Yearbook I-2 Student Publications: Yearbook II-1 Student Publications: Yearbook II-1 Student Publications: Yearbook II-1 Student Publications: Yearbook II-2 Student Publications: Yearbook II-2 Student Publications: Yearbook III-1 Student Publications: Yearbook III-1

Recommended Grade:	Any	
Required Prerequisites:	None	
Recommended Prerequisites:	None	
Credits:	1 semester course, 1 credit per semester	

### Fulfills an English/Language Arts requirement for all diplomas.

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.

LAHP100100 LAHP200100 LAHP200200 LAHP300100 LAHP300200 LAHP400100 LAHP400200 LAHY100100 LAHY100200 LAHY200100 LAHY200200 LAHY300100 LAHY300200

# MATHEMATICS COURSE DESCRIPTIONS

(22

(22

У.

2×0

axi

(22

(2x

2-2

### MATHEMATICS

Algebra I (2520) Algebra I Academic 1 Algebra I Academic 2 Algebra I Credit Recovery 1 Algebra I Credit Recovery 2 Algebra I SE 1 Algebra I SE 2 Algebra 1Honors 1 Algebra I Honors 2 Algebra I-1 Algebra I-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:

None 2 semester course, 1 credit per semester

Any

### Fulfills a Mathematics course requirement for all diplomas.

Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas.

Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

Algebra I formalizes and extends the mathematics that students learned in the middle grades. Algebra 1 is made up of 6 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students 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.



MAHA100100 MAHA100200 MAHA107100 MAHA107200 MAHA140100 MAHA140200 MAHA160100 MAHA160200 MANA100100





**MAHML00104** 

**MAHML00204** 

### Algebra I Lab (2516) Math Lab: 1 Algebra I Math Lab: 2 Algebra I

Recommended Grade:	Any
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	2 semester course, 1 credit per semester

*Fulfills a Mathematics course requirement for the General Diploma only or as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors.* 

Algebra I Lab is designed as a support course for Algebra I. As such, a student taking Algebra I Lab must also be enrolled in Algebra I during the same academic year.

Algebra I Lab is a mathematics support course for Algebra I. Algebra I Lab is taken while students are concurrently enrolled in Algebra 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.

Algebra II (2522)

Algebra II Academic 1/MAHA200200 Algebra II Academic 2 Algebra II Credit Recovery 1/MAHA207200 Algebra II Credit Recovery 2 Algebra II SE 1/MAHA240200 Algebra II SE 2 Algebra II Honors 1/MAHA260200 Algebra II Honors 2 Algebra II-1/MANA200200 Algebra II-2

Recommended Grade:	Any
Required Prerequisites:	None
Recommended Prerequisites:	Algebra I
Credits:	2 semester course, 1 credit per semester

### Fulfills a Mathematics course requirement for all diplomas.

Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas.

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Data Analysis, Statistics, Probability; Arithmetic and Structure of Expressions; Functions; Systems of Equations and Inequalities; and Polynomial, Rational, and other Equations and 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.

### MAHA200100 MAHA207100 MAHA240100 MAHA260100 MANA200100



Finite Mathematics (2530) Finite Mathematics Finite Mathematics 1 Finite Mathematics 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: Any None Algebra II 1 or 2 semester course, 1 credit per semester

### *Fulfills a Mathematics course for all diplomas.*

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.

Geometry (2532) Geometry: Academic 1/MAHG100200 Geometry: Academic 2 Geometry: Credit Recovery 1/MAHG107200 Geometry: Credit Recovery 2 Geometry 1/MAHG140200 Geometry 2 Geometry: Honors 1/MAHG160200 Geometry: Honors 2 Geometry 1/MANG100200 Geometry 2

Recommended Grade:AnyRequired Prerequisites:NoneRecommended Prerequisites:Algebra ICredits:2 semester course, 1 credit per semester

Fulfills a Mathematics course requirement for all diplomas.

Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

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. Geometry is made up of seven strands: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. MAHG100100 MAHG107100 MAHG140100 MAHG160100

**MANG100100** 

### FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 215

MAHFM00100 MAHFM00200



### MATHEMATICS

Math 10 (2531) Math 10



### MAH1000301

Recommended Grade:	Any
Required Prerequisites:	None
Recommended Prerequisites:	Algebra II
Credits:	2 semester course, 1 credit per semester

Fulfills a Mathematics Course for the General Diploma only or as an elective for the Core 40, Core 40 with Academic

### Honors and Core 40 with Technical Honors diplomas.

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

Mathematics Lab (2560) Math Lab 1 Math Lab 2		
Recommended Grade: Required Prerequisites: Recommended Prerequisites:	ח ז	Any None None
Credits:	1 semester course, 1 credit per semester, 8 credits maxir	mum 🛛

Fulfills an elective requirement for all diplomas.

Clarifying information can be appended to the end of the course title to denote the content covered in each course. Example: Mathematics Lab used to support students in Algebra II can be recorded on the transcript as Mathematics Lab – Algebra II.

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

### MANML00100 MANML00200

#### MATHEMATICS

Pre-Calculus: Algebra (2564) Pre-Calculus: Algebra Pre-Calculus: Algebra Credit Recovery Adv Math: Pre-Calculus SBP Pre-Calculus: Algebra

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:

None Algebra II and Geometry or Integrated Mathematics III 1 semester course, 1 credit per semester

Any

Fulfills a Mathematics course requirement for all diplomas.

Pre-Calculus: Algebra extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus: Algebra is made up of five strands: Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and 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.

Probability and Statistics (2546) Probability & Statistics Probability & Statistics

Recommended Grade:AnyRequired Prerequisites:NoneRecommended Prerequisites:Algebra II or Integrated Mathematics III or Analytical Algebra IICredits:1 semester course, 1 credit per semester

#### Fulfills a Mathematics course requirement for all diplomas.

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.

**FWCS** we are your schools

> MAHPC00300 MAHPC07300 MAHPC91300 MANPC00300

MAHPS00300 MANPS00300

#### MATHEMATICS



Quantitative Reasoning (2550) Quantitative Reasoning 1 Quantitative Reasoning 2 Quantitative Reasoning 1 Quantitative Reasoning 2

Recommended Grade:AnyRequired Prerequisites:NoneRecommended Prerequisites:Algebra II or Integrated Mathematics III or Analytical Algebra IICredits:1 or 2 semester course, 1 credit per semester

Due to the level of rigor, it is recommended that this course be offered as a 2 semester 2 credit course.

#### Fulfills a Mathematics course requirement for all diplomas.

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

Pre-Calculus: Trigonometry (2566) Pre-Calculus: Trigonometry Pre-Calculus: Trigonometry: Credit Recovery Pre-Calculus: Trigonometry

Recommended Grade:	Any
Required Prerequisites:	None
Recommended Prerequisites:	Algebra II and Geometry or Integrated Mathematics III
Credits:	1 semester course, 1 credit per semester

#### Fulfills a Mathematics course requirement for all diplomas.

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

MAHQR00100 MAHQR00200 MANQR00100 MANQR00200

MAHTR00300 MAHTR07300 MANTR00300

#### MATHEMATICS



#### CCR Bridge: Math Ready (2514) – Available at Northrop Only CCR Bridge: Math Ready 1 CCR Bridge: Math Ready 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 12 None Algebra 2 2 semester course, 1 credit per semester

The CCR Bridge: Math Ready course will include and reinforce the Algebra I, Geometry, Algebra II, and Statistics skills necessary to be ready for an entry-level college math course. This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure (e.g., why to use a certain formula or method to solve a problem). This equips them with higher-order thinking skills in order to apply math skills, functions, and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements for college entry. The content of this course is designed to enhance students' math skills so that they are ready for college-level math assignments. It is not designed to prepare students for college-level math in STEM majors. This fulfills a Mathematics course requirement for all diplomas.

#### MAHCCR100 MAHCCR200

#### **COURSE DESCRIPTIONS**



**Basic Skills Development (0500) BSD Algebra I-1 BSD Algebra I-2 BSD Algebra II-1 BSD Algebra II-2 BSD Resource 1 BSD Resource 2** BSD 1 BSD 2 **BSD English 9-1 BSD English 9-2** BSD Eng. 10 comb With W History 1 BSD Eng. 10 comb With W History 2 BSD Eng. 11 Taken With US History 1 BSD Eng. 11 Taken With US History 2 **BSD English 12-1 BSD English 12-2 BSD Geometry 1 BSD Geometry 2 BSD Problem Solv Math Lab I-1 BSD Problem Solv Math Lab I-2 BSD Pro Social Skills 1 BSD Pro Social Skills 2 BSD Pro Social Skills SE 1 BSD Pro Social Skills SE 2 BSD Pro Social Skills** BSD I BSD I-1 BSD I-2

Recommended Grade:	Any
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	1 credit per semester up to 8 semesters, 8 credits maximum

#### Counts as an elective for all diplomas

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.



**MDHA130100** MDHA130200 MDHA230100 MDHA230200 **MDHBS30100 MDHBS30200 MDHBS30101 MDHBS30201 MDHE130100 MDHE130200 MDHE230100 MDHE230200 MDHE330100 MDHE330200 MDHE430100 MDHE430200 MDHG130100** MDHG130200 **MDHML30100 MDHML30200 MDHPS30100 MDHPS30200 MDHPS30101 MDHPS30201 MDHPS30300 MDNBS30300 MDNBS30100 MDNBS30200** 



#### Cadet Teaching Experience (0502) Cadet Teach Experience: Pre teach Exp I-1 Cadet Teach Experience: Pre teach Exp I-2

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	1 credit per semester up to 4 semesters, 4 credits maximum

Counts as a directed elective of elective for all diplomas

#### Cadet teaching experience for high school students is limited to grades kindergarten through grade nine.

This elective course provides students in grades eleven (11) or twelve (12) with organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course 240 Indiana Department of Education High School Course Titles and Descriptions provides a balance of class work relating to (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-today practical performance, and classwork including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

#### **Career Information and Exploration (0522) CIE:** Program of study **CIE:** Program of study **Education Professions I-1 Education Professions II-2 Career Info & Exploration**

Recommended Grade:	9, 10
Required Prerequisites:	None
Recommended Prerequisites:	Preparing for College and Careers
Credits:	1 semester course, 1 credit per semester

#### Counts as a Directed Elective or Elective for all diplomas.

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

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.

#### **MDHCI00300 MDHCI00301 MDHEP00100 MDHEP00200 MDNCI00300**

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 222

#### **MDHC100100 MDHC100200**

FWCS | Multidisciplinary

#### MULTIDISCIPLINARY



College-Entrance Preparation (0532) College Entrance Prep SAT College Entrance Prep SAT 1 College Entrance Prep SAT 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites:

**Credits:** 

Semester 2 grade 10; Semester 1 grade 11 None Algebra II or Analytical Algebra II (or concurrent enrollment in Algebra II) 1 semester course, 1 credit per semester, 4 credits maximum

Counts as a Directed Elective or Elective for all diplomas.

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

College-Entrance Preparation utilizes individual student score reports from the PSAT, PLAN, ACCUPLACER, or other formative assessments to prepare students for college readiness assessments. Based on individual student score reports, students should receive targeted instruction to strengthen their foundations in critical reading, writing, and mathematics. This course may also include college selection and application units, to better prepare students for overall college readiness. Being "college-ready" means being prepared for any post-secondary education or training experience, including readiness for study at two-year and four-year institutions leading to a post-secondary credential (i.e., a certificate, license, Associate's or Bachelor's degree). A college-ready student has the necessary English and mathematics skills to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

#### MDHSA30300 MDHSA30100 MDHSA30200



Community Service (0524) Community Service 1 Community Service 2 Community Service 1 Community Service 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:

#### 11, 12 None 1 to 2 semester course, 1 credit per semester, up to 2 semesters, 2 credits maximum

Counts as a directed elective or elective for all diplomas.

Students must submit an application for this course by November 1.

Go to www.iga.in.gov and search for Code IC 20-30-14 for more information.

Community Service is a course created by public law IC 20-30-14. Community service allows students in grades nine through twelve (HEA 1629) the opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that "relates to a course in which the student is enrolled or intends to enroll." For each student who wishes to earn credit for community service or volunteer service under this law, the student, a teacher of the student, or a community or volunteer service organization must submit an application to the high school principal including: 1) name of the community service organization or volunteer service organization the student intends to assist; 2) name, address, and telephone number of the director or supervisor of the community service organization or volunteer service organization and, if different from the director or supervisor, the name, address, and telephone number of the individual assigned by the community or volunteer service organization to supervise the student at the activity site; 3) nature of the community service or volunteer service performed by the student with acertification that the service performed by the student is voluntary; 4) total number of hours the student intends to serve the community service organization or volunteer service organization during the school year; 5) written statement by the director or the supervisor of the community service organization or volunteer service organization certifying that the information included in the application is an accurate reflection of: (a) the student's expectations with regard to the number of hours of service contemplated to be performed; and (b) the community service organization's or the volunteer service organization's need to acquire the student's service; 6) description of: (a) the educational or career exploration benefits the student and the school should expect to gain, including the student learning standards to be achieved, from the student's community or volunteer service participation; and (b) the service and benefit the community service organization or volunteer service organization expects to gain from the student's participation; 7) the description of how the community or volunteer service activity relates to a course in which the student is enrolled or intends to enroll; 8) manner and frequency in which the student and the community or volunteer service activity will be evaluated; 9) the name of the certificated school employee who will be responsible for monitoring and evaluating the student's activity and performance and assigning the student a grade for participation under this section; and 10) any other information required by the principal.

MDHCS00100 MDHCS00200 MDNCS00100 MDNCS00200

FWCS WE ARE YOUR SCHOOLS

> MDHH200300 MDHH200100 MDHH200200

Humanities (0514) Humanities Humanities 1 Humanities 2	
Recommended Grade:	None
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	1 credit per semester, up to 2 credits

Counts as a directed elective or elective for all diplomas.

This course may qualify for Academic Honors Diploma credit if it meets the standards for specific language arts, social studies, or fine arts courses and is taught by teachers licensed in the specific subject areas.

A course in humanities provides for the study of content drawn from history, philosophy, literature, languages, and the arts. This course also includes an in-depth study of specific disciplines in these and related subject areas that could include: (1) linguistics; (2) archeology; (3) jurisprudence; (4) the history, theory, and criticism of the arts; (5) the history and philosophy of science; (6) ethics; (7) comparative religions; and (8) other aspects of the social sciences which relate to understanding life and the world. The emphasis of the course work is on developing an understanding of the content of the course and how to actually apply it to the human environment. Particular attention is given to the relevance of these applications in regard to the current conditions of life.

Jobs for America's Graduates (0509) PCI I: 1 Jobs for America's Graduates PCI I: 2 Jobs for America's Graduates PCI II: 1 Jobs for America's Graduates PCI II: 2 Jobs for America's Graduates

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	2 semester course, 1 credit per semester,
	4 credits maximum

#### Counts as an elective for all diplomas.

Jobs for America's Graduates (JAG) is a state-based, national nonprofit 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.

MDHJ300100 MDHJ300200 MDHJ400100 MDHJ400200

Junior Reserv	e Officer Training Corps (0516)
JROTC I-1	
JROTC I-2	
JROTC II-1	
JROTC II-2	
JROTC III-1	
JROTC III-2	
JROTC IV-1	
JROTC IV-2	
Recommend	ed Grade:
<b>Required Pre</b>	requisites:
Recommend	ed Prerequisites:
Credits:	1 semester course, 1 credit per semester, up to 8 semesters, 8

#### Counts as an Elective for all diplomas.

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

1 semester course, 1 credit per semester, up to 8 semesters, 8 credits maximum

Peer Tutoring (0520)
Peer Tutoring
Peer Tutoring 1
Peer Tutoring 2

**Recommended Grade:** 10, 11, 12 **Required Prerequisites: Recommended Prerequisites: Credits:** 1 or 2 semester course, 1 credit per semester, 2 credits maximum

#### Counts as an elective for all diplomas.

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.



None None None

None

None

**MDHJR00100 MDHJR00200 MDHJR00101 MDHJR00201 MDHJR00102 MDHIR00202 MDHJR00103** MDHJR00203

**MDHPT00300 MDHPT00100 MDHPT00200** 

## **PHYSICAL EDUCATION**

#### COURSE DESCRIPTIONS



#### PHYSICAL EDUCATION

Elective Physical Education (L) (3560) Individual & Team Sports 1 Lifetime Sports 1 Lifetime Sports 2 Intro Step Aerobics 1 Intro Step Aerobics 2 Strength Training 1 Strength Training 2 Strength Training 3 Strength Training 4 Strength Training 5 Strength Training 6

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 10, 11, 12 None Physical Education I and II 1 credit per semester, 8 credits maximum

Counts as an elective requirement for all diplomas.

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

Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.

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; selfdefense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.



PEHI100300 PEHL200300 PEHS100300 PEHS200300 PEHT200300 PEHT200300 PEHT300300 PEHT400300 PEHT500300 PEHT600300

#### PHYSICAL EDUCATION



**PEHP100300** 

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

Recommended Grade:	9, 10, 11, 12
Required Prerequisites:	Grade 8 Physical Education
Recommended Prerequisites:	None
Credits:	1 semester course, 1 credit per semester, 1 credit maximum

Fulfills part of the Physical Education requirement for all diplomas.

Classes are coeducational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.

Adapted physical education must be offered, as needed, in the least-restrictive environment and must be based upon an individual assessment.

As a designated laboratory course, 25% of course time must be spent in activity.

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

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

Recommended Grade:	9, 10, 11, 12
Required Prerequisites:	Physical Education I
Recommended Prerequisites:	None
Credits:	1 semester course, 1 credit per semester, 1 credit maximum

#### Fulfills part of the PE requirement for all diplomas.

Classes are coeducational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.

Adapted physical education must be offered, as needed, in the least restrictive environment and must be based upon an individual assessment.

As a designated laboratory course, 25% of course time must be spent in activity.

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

#### PEHP200300

## SCIENCE COURSE DESCRIPTIONS



Advanced Science, Special Topics (L) (3092) Advanced Science, Special Topics 1 A Advanced Science, Special Topics 2 Advanced Science, Special Topics: Zoology Advanced Science, Special Topics: Forensics Advanced Science, Special Topics: Microbiology 1 Advanced Science, Special Topics: Microbiology 2

Recommended Grade:11, 12Required Prerequisites:NoneRecommended Prerequisites:NoneCredits:1 semester course, 1 credit per semester, may be offered for successive semesters

#### Fulfills a science requirement for all diplomas.

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

#### Anatomy and Physiology (5276) Anatomy & Physiology 1 Anatomy & Physiology 2 Anatomy & Physiology 1 Anatomy & Physiology 2

Recommended Grade:	11, 12
<b>Required Prerequisites:</b>	None
<b>Recommended Prerequisit</b>	es: Biology
Credits:	1 to 2 semester course, 1 credit per semester, 2 credits maximum

#### Counts as a Directed Elective or Elective for all diplomas.

#### Fulfills a science course requirement for all diplomas.

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on the interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities and investigations, 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.

SCNS100100 SCNS100200 SCHZ300300 SCHF300300 SCHM300100 SCHM300200

SCHAP00100 SCHAP00200 SCNAP00100 SCNAP00200

Biology I (L) (3024) Biology I-1 Biology I-2 Biology I Credit Recovery 1 Biology I Credit Recovery 2 Biology I-1 Biology I-2 Biology I Honors 1 Biology I Honors 2 Biology I-1 Biology I-2

Recommended Grade:	10
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	2 semester course, 1 credit per semester

#### Fulfills the Biology requirement for all diplomas.

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 cross-cutting concepts.

Biology II (L) (3026) Biology II-1 Biology II-2 Biology II Honors 1 Biology II Honors 2

Recommended Grade:	10, 11
Required Prerequisites:	None
Recommended Prerequisites:	Biology I
Credits:	2 semester course, 1 credit per semester

#### Counts as an Elective for all diplomas.

#### Fulfills a science course requirement for all diplomas.

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.

#### **F W C S** WE ARE YOUR SCHOOLS

SCHB100100 SCHB107200 SCHB107100 SCHB140100 SCHB140200 SCHB160100 SCHB160200 SCNB100100 SCNB100200

SCHB200100 SCHB200200 SCHB260100 SCHB260200

Chemistry I (L) (3064) Chemistry I-1 Chemistry I-2 Chemistry I Credit Recovery 1 Chemistry I Credit Recovery 2 Chemistry I Honors 1 Chemistry I Honors 2 Chemistry I-1 Chemistry I-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 10, 11. 12 None Algebra II (can be taken concurrently) 2 semester course, 1 credit per semester

Fulfills a science (physical) course requirement for all diplomas.

Qualifies as a quantitative reasoning course.

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by the Science and Engineering Practices (SEPS) and crosscutting concepts.

Chemistry II (L) (3066) Chemistry II-1 Chemistry II-2 Chemistry II Honors 1 Chemistry II Honors 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 11, 12 None Chemistry I and Algebra II 2 semester course, 1 credit per semester

Counts as an Elective for all diplomas.

Fulfills a science course requirement for all diplomas.

Qualifies as a quantitative reasoning course.

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.



SCHC100100 SCHC100200 SCHC107100 SCHC107200 SCHC160100 SCHC160200 SCNC100100 SCNC100200

SCHC200100 SCHC200200 SCHC260100 SCHC260200

Earth and Space Science I (L) (3044) Earth/Space Science: Academic 1 Earth/Space Science: Academic 2 Earth/Space Science: Credit Recovery 1 Earth/Space Science: Credit Recovery 2 Earth/Space Science: SE 1 Earth/Space Science: SE 2 Honors Earth/Space Science: Academic 1 Honors Earth/Space Science: Academic 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 9, 10, 11. 12 None 2 semester course, 1 credit per semester

Counts as an Elective for all diplomas.

Fulfills a science course requirement for all diplomas.

Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by the Science and Engineering Practices (SEPS) and cross-cutting concepts.

Environmental Science (L) (3010) Environmental Science 1 Environmental Science 2 Environmental Science: Credit Recovery 1 Environmental Science: Credit Recovery 2 Environmental Science 1 Environmental Science 2

Recommended Grade:11, 12Required Prerequisites:NoneRecommended Prerequisites:Two credits in science courseworkCredits:2 semester course, 1 credit per semester

Counts as an Elective for all diplomas.

Fulfills a science (life) course requirement for all diplomas.

Qualifies as a quantitative reasoning course.

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 ecosystems, population dynamics, resource management, and environmental consequences of 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.



SCHS100100 SCHS100200 SCHS107100 SCHS107200 SCHS140100 SCHS140200 SCHS160100 SCHS160200

SCHE100100 SCHE100200 SCHE107100 SCHE107200 SCHE140100 SCHE140200



9

9, 10, 11

None

Integrated Chemistry-Physics (L) (3108) **Integrated Chem-Physics 1 Integrated Chem-Physics 2 Integrated Chem-Physics: SE 1 Integrated Chem-Physics: SE 2 Integrated Chem-Physics 1 Integrated Chem-Physics 2** 

**Recommended Grade: Required Prerequisites: Recommended Prerequisites:** Credits:

None Algebra I (may be taken concurrently with this course) 2 credit course, 1 credit per semester

Counts as an elective for all diplomas.

Fulfills a science (physical) course requirement for all diplomas.

Qualifies as a Quantitative Reasoning course.

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 crosscutting concepts.

Physics I (L) (3084) SCHP100100 Physics I-1 SCHP100200 Physics I-2

**Recommended Grade: Required Prerequisites: Recommended Prerequisites:** Algebra I or Algebra II **Credits:** 2 credit course, 1 credit per semester

Counts as an elective for all diplomas.

Fulfills a science (physical) course requirement for all diplomas.

Qualifies as a quantitative reasoning course.

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.

SCHI100100 SCHI100200 SCHI140100 SCHI140200 SCNI100100 SCNI100200

SCHE100100 SCHE100200 SCHE107100 SCHE107200 SCHE140100 SCHE140200



**SCHBI91100** 

**SCHBI91200** 

#### PLTW Biomedical Innovation (5219) Biomedical Innovations: PLTW 1 Biomedical Innovations: PLTW 2

Recomme	nded Grade:	12
<b>Required</b>	Prerequisites:	Principles of Biomedical Sciences;
Human Body Systems or Anatomy and Physiology; Medical Interventions		
Recommended Prerequisites: None		
Credits:	2 semester course, 2 semesters required, 1 crea	lit per semester, 2 credits maximum

#### Counts as a directed elective or elective for all diplomas

Biomedical Innovation is a capstone course designed to give students the opportunity to design innovative solutions for the health challenges of the 21st Century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Students have the opportunity to work on an independent project and may work with a mentor or advisor from a healthcare or postsecondary industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. NOTE: This course aligns with the PLTW Biomedical Innovations curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network.

PLTW Human Body Systems (5216) Human Body Systems: PLTW 1 Human Body Systems: PLTW 2 Human Body Systems: PLTW 1 Human Body Systems: PLTW 2

Recomme	nded Grade:	10
<b>Required</b> F	Prerequisites:	Principles of Biomedical Sciences
Recommended Prerequisites: None		
<b>Credits:</b> 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum		

#### Counts as a directed elective or elective for all diplomas

#### Fulfills a science requirement for all diplomas

Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions. NOTE: This course aligns with the PLTW Human Body Systems curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network.

#### SCHHB91100 SCHHB91200 SCNBI91100 SCNBI91200



PLTW Medical Interventions (5217) Medical Interventions: PLTW 1 Medical Interventions: PLTW 1 Medical Interventions: PLTW 1 Medical Interventions: PLTW 2

 Recommended Grade:
 11

 Required Prerequisites:
 Principles of Biomedical Sciences

 Recommended Prerequisites:
 None

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

#### Counts as a directed elective or elective for all diplomas

#### Fulfills a science requirement for all diploma types.

Medical Interventions is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. NOTE: This course aligns with the PLTW Medical Interventions curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network.

PLTW Principles of Biomedical Sciences (5218) Principles Biomedical Science: PLTW 1 Principles Biomedical Science: PLTW 2 Principles Biomedical Science: PLTW 1 Principles Biomedical Science: PLTW 2

Recomme	nded Grade:	9
Required I	Prerequisites:	Biology I or concurrent enrollment in Biology I is required
Recommended Prerequisites: None		
Credits:	2 semester course, 2 s	semesters required, 1 credit per semester, 2 credits maximum

#### Counts as a directed elective or elective for all diplomas

#### Fulfills a science requirement for all diplomas

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

SCHPB91100 SCHPB91200 SCNPB91100 SCNPB91200

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 237

CCUNEYCLUB



SSHC100300

SSNC100300

#### Citizenship and Civics (1508) Citizenship and Civics Citizenship and Civics

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: None None None 1 semester course, 1 credit per semester

Counts as an Elective for all diplomas.

Fulfills social studies requirement for General Diplomas.

Citizenship and Civics is an overview of citizenship roles and responsibilities designed to help students become independent thinkers and conscientious citizens. This course deals with political trends and behavior which citizens consider to be relevant to the most pressing issues of the day. The course provides students experiences that will develop attitudes of citizenship within a democratic society. Topics include: (1) the policymaking process, (2) public participation in policymaking, (3) citizenship rights and responsibilities in a changing society, and (4) the relationship between modern society and government. Study of the local government should be a component of this course.

#### Current Problems, Issues, and Events (1512) Current Issues: Global Society Current Issues & Events 1 Current Issues & Events 2

Recommended Grade:	None
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	1 semester course, 1 credit per semester

Course may be repeated for credit if the content of the course changes.

Counts as an elective for all diplomas

Fulfills social studies requirement for General Diplomas.

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

#### SSHS100300 SSNC100100 SSNC100200

Economics (1514) Economics: Academic Economics: Credit Recovery Economics: Honors Advanced SS: Fund of Econ SBP Economics

Recommended Grade:11, 12Required Prerequisites:NoneRecommended Prerequisites:NoneCredits:1 semester course, 1 credit

Counts as an Elective for all diplomas.

Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas.

Fulfills a Social Studies requirement for the General Diploma only.

Qualifies as a quantitative reasoning course.

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes the 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.

#### Ethnic Studies (1516) Ethnic Studies

Recommended Grade:	None
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	1 semester course, 1 credit

#### Counts as an Elective for all diplomas.

Must be offered at least once per school year.

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.



#### SSHEC00300 SSHEC07300 SSHEC60300 SSHFE91300 SSNE100300

#### SSHE100300

Geography and History of the World (1570) Geo & History of the World 1 Geo & History of the World 2 Geo & History of the World: Credit Recovery 1 Geo & History of the World: Credit Recovery 2 Geo & History of the World 1 Geo & History of the World 2 Geo & History World: Honors 1 Geo & History World: Honors 2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:

None None 2 semester course, 1 credit per semester

None

Counts as a social studies requirement for the General Diploma.

Counts as an elective for all diplomas.

#### Fulfills the Geography History of the World/World History and Civilization graduation requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

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.

Indiana Studies	
Recommended Grade: Required Prerequisites:	None None
Recommended Prerequisites:	None
Credits:	1 semester course, 1 credit per semester

#### Counts as an Elective for all diplomas.

Indiana Studies (1518)

Fulfills course requirement for the General Diploma.

Must be offered at least once per school year.

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.



SSHG100100 SSHG100200 SSHG107100 SSNG107200 SSNG100100 SSNG100200 SSNG160100 SSNG160200

#### SSHI103300

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK

#### PAGE 241

Psychology (1532) Psychology **Psychology 1 Psychology 2** Psychology

Recommended Grade:	None
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	1-2 semester course, 1 credit per semeste

Counts as an elective for all diplomas.

#### Fulfills course requirement for the General Diploma.

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 at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

#### Sociology (1534) Sociology Sociology

Recommended Grade: Required Prerequisites:	11, 12 None
Recommended Prerequisites:	None
Credits:	1 semester course, 1 credit per semester

#### Counts as an elective for all diplomas.

Fulfills course requirement for the General Diploma.

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



e e

e

#### SSHP100300 SSHP100100 SSHP100200 SSNP100300

#### SSHSC00300 SSNS100300

#### PAGE 242



SSHT100301

SSHT100102

SSHT100306

SSNT100302

SSNT100303

Topics in History (1538) Topic/History: Holocaust Topic/History: US & WW II-1/SSHT100202 Topic/History: US & WW II-2 Topic/History: World Studies Topic/History: Holocaust (New Tech) Topic/History: US & WWII (New Tech)

Recommended Grade:	11, 12
Required Prerequisites:	None
<b>Recommended Prerequisites:</b>	United States History or History and World Civilizations
Credits:	1 semester course, 1 credit per semester

This course may be repeated if the material in the course is different from one semester to the next.

Topics in History can address different topics in World History or U.S. History.

Counts as an elective for all diplomas.

Fulfill course requirement for General Diploma.

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

#### Topics in Social Science (1550) TSS: Criminology TSS: We The People

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	1 semester course, 1 credit per semester

#### Counts as an elective for all diplomas.

Fulfills course requirement for the General Diploma.

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

#### SSHT100308 SSHTW00300

FWCS WE ARE YOUR SCHOOLS

United States Government (1540) US Government US Government: Honors US Government

Recommended Grade:	11, 12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	1 semester course, 1 credit per semester

·Students are required to take the naturalization test for citizenship per SEA 132.

SEA 398 (Spring 2020) states that schools will be required to issue the naturalization test, report results, and post test data results starting in November 2022.

Fulfills government requirement for all diplomas.

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

World History and Civilization (1548) World History & Civics: Academic 1 World History & Civics: Academic 2 World History & Civics: Credit Recovery 1 World History & Civics: Credit Recovery 2 World History & Civics: SE 1 World History & Civics: SE 2 World History & Civics: Honors 1 World History & Civics: Honors 2

Recommended Grade:	None
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	2 semester course, 1 credit per semester

#### Counts as an elective for all diplomas.

#### *Fulfills the Geography and History of the World/World History and Civilizations graduation requirement for all diplomas*

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



SSHW100200 SSHW107100 SSHW107200 SSHW140100 SSHW140200 SSHW160100 SSHW160200

SSHW100100

FWCS WE ARE YOUR SCHOOLS

#### SSHU100300

#### Urban Affairs (1544) Urban Affairs

Recommended Grade:	None
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	1 semester course, 1 credit per semester

Counts as an Elective for all diplomas.

Fulfills course requirement for General Diploma.

Urban Affairs examines the history, organization, processes, and distinctive aspects of urban affairs. The rise of modern cities and an analysis of modern urban problems are dealt with in this course. The politics of governing urban areas, including the selection of political leaders and citizen participation in the decision-making process, is to be emphasized. Data collection and research skills may be taught in conjunction with the study of this course.

United States History (1542)
US History 1/SSHH100200 US History 2
US History Credit Recovery 1
US History Credit Recovery 2
US History 1
US History 2
US History Honors 1
US History Honors 2
US History 1
US History 2

Recommended Grade:	None
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits:	2 semester course, 1 credit per semester

#### Fulfills the US History requirement for all diplomas.

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

SSHH100100 SSHH107100 SSHH107200 SSHH140100 SSHH140200 SSHH160100 SSHH160200 SSNH100100 SSNH100200

# TECHNOLGY & ENGINEERING COURSE DESCRIPTIONS

#### **TECHNOLOGY & ENGINEERING**

PLTW Civil Engineering and Architecture (5650) Civil Engineering & Architecture: PLTW 1 Civil Engineering & Architecture: PLTW 2 Civil Eng & Architecture: PLTW 1 Civil Eng & Architecture: PLTW 2

Recommended Grade:11, 12Required Prerequisites:Introduction to Engineering DesignRecommended Prerequisites:NoneCredits:2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

#### Counts as a directed elective or elective for all diplomas

#### Qualifies as a quantitative reasoning course.

Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design. NOTE: This course aligns with the PLTW Civil Engineering and Architecture curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network.

#### Environmental Sustainability PLTW (4818) Environmental Sustainability: PLTW 1 Environmental Sustainability: PLTW 2

Recomme	nded Grade:	11, 12
Required	Prerequisites:	Introduction to Engineering Design
Recomme	nded Prerequisites:	Biology
Credits:	2 semester course, 2 semesters required, 7	1 credit per semester, 2 credits maximum

#### Counts as a directed elective or elective for all diplomas

#### Fulfills a science course requirement for all diplomas

#### If PLTW curriculum is used, PLTW training is required of the teacher.

Environmental Sustainability is a specialization course that builds upon prior knowledge learned in previous engineering and science courses. Students investigate and design solutions in response to current challenges such as providing the world with clean and abundant drinking water, an adequate food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to design, build, and test potential solutions. This course engages critical thinking and problem-solving skills as students apply and extend their knowledge through designing experiments, managing projects, conducting research, and creating presentations to communicate solutions.



#### TEHCE91100 TEHCE91200 TENCE91100 TENCE91200

#### TEHES91100 TEHES91200

#### **TECHNOLOGY & ENGINEERING**



PLTW Principles of Engineering (5644) Principles of Engineering: PLTW 1 Principles of Engineering: PLTW 2 Principles of Engineering: PLTW 1 Principles of Engineering: PLTW 2

Recommer	nded Grade:	9, 10, 11
<b>Required P</b>	rerequisites:	None
Recommended Prerequisites: None		None
Credits:	2 semester course, 2 semesters required, 1 credit per semester, 2 credits	maximum

Counts as a directed elective or elective for all diplomas

#### Fulfills a science course requirement for all diplomas

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

#### PLTW Principles of Engineering (5644) Principles of Engineering: PLTW 1

Principles of Engineering: PLTW 2 Principles of Engineering: PLTW 1 Principles of Engineering: PLTW 2

Recomme	nded Grade:	10, 11
Required I	Prerequisites:	Introduction to Engineering Design
Recomme	nded Prerequisites:	None
Credits:	2 semester course, 2 semesters required,	1 credit per semester, 2 credits maximum

#### Counts as a directed elective or elective for all diplomas

#### Fulfills a science course requirement for all diplomas

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



TEHPE91100 TEHPE91200 TENPE91100 TENPE91200

### WORK-BASED PROGRAMS

COURSE DESCRIPTIONS

- Cation

#### WORK-BASED PROGRAMS

WE ARE YOUR SCHOOLS

**WBHCE0B100** 

**WBHCE0B200** 

#### **Cooperative Education (6162) Cooperative Education 1 Cooperative Education 2**

Recommended Grade:	12
Required Prerequisites:	None
Recommended Prerequisites:	None
Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits m	naximum

#### Counts as a directed elective or elective for all diplomas

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

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

Work Based Learning Capstone (5974) **Advanced Manufacturing: CONEXUS Intern** Advanced Manufacturing: CONEXUS Intern **Bus Coop Exp Related Instruction 1 Bus Coop Exp: Related Instruction 2 Bus Coop Exp: On-The-Job Training** Bus Coop Exp: On-The-Job Training 2

#### **Recommended Grade:** Required Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. Worksite placement must align to the student pathway. **Recommended Prerequisites:** None **Credits:** 1 semester course, 1-3 credits per semester, 6 credits maximum

A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least)

Counts as a directed elective or elective for all diplomas

Course is funded at a flat rate of \$500; No longer counts toward concentrator status.

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

**TEHM40B100 TEHM40B200 WBHBE00100 WBHBE00200 WBHBE0B100 WBHBE0B200** 

12

## Español WORLD LANGUAGES

COURSE DESCRIPTIONS

# русский

# Português

हनिद

#### WORLD LANGUAGES

Arabic I (2200) Arabic I-1 Arabic I-2

> Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:

9, 10, 11, 12 None 2 semester course, 1 credit per semester

#### Counts as a directed elective or elective for all diplomas

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

Arabic I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Arabic language learning, and to various aspects of Arabic-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. Students will examine the practices, products and perspectives of Arabic-speaking cultures, recognize basic routine practices of the target cultures, and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding the Arabic language and culture outside of the classroom.

#### French I (2020) French I-1 French I-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:

9, 10, 11, 12 None 2 semester course, 1 credit per semester

#### Counts as a directed elective or elective for all diplomas

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

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. Students will examine the practices, products and perspectives of French-speaking cultures, recognize basic routine practices of the target cultures, and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding the French language and culture outside of the classroom.



#### WLHA100100 WLHA100200

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 252

#### WLHF100100 WLHF100200

French II (2022) French II-1 French II-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 9, 10, 11, 12 French I None 2 semester course, 1 credit per semester

#### Counts as a directed elective or elective for all diplomas

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

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 the 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 cultures; report on basic family and social practices of the target culture, and describe contributions from the target culture. Counts as a Directed Elective or Elective for any diploma. This course further emphasizes making connections across content areas and the application of understanding the Arabic language and culture outside of the classroom.

French III (2024) French III-1 French III-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 9, 10, 11, 12 French I and II None 2 semester course, 1 credit per semester

#### Counts as a directed elective or elective for all diplomas

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

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 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 an understanding of French-speaking cultures 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 as the application of understanding the French language and culture outside of the classroom.

#### WLHF300100 WLHF300200



WLHF200100 WLHF200200

French IV (2026) French IV-1 French IV-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 9, 10, 11, 12 French I, II and III None 2 semester course, 1 credit per semester

#### Counts as a directed elective or elective for all diplomas

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

French IV, a course based on Indiana's Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate the integration of language skills with an understanding of French-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop an understanding of French-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture and impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native French speakers.

French V (2028) French V-1 French V-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 10, 11, 12 French I, II, III and IV None 2 semester course, 1 credit per semester

#### Counts as a directed elective or elective for all diplomas

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

French V, a course based on Indiana's Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate the integration of language skills with an understanding of French-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop an understanding of French-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture and impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native French speakers.

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 254

#### WLHF500100 WLHF500200

### FWCS WE ARE YOUR SCHOOLS

WLHF400100 WLHF400200

German l (2040) German l-1 German l-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 9, 10, 11, 12 None 2 semester course, 1 credit per semester

#### Counts as a directed elective or elective for all diplomas

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

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

German II (2042) German II-1 German II-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 9, 10, 11, 12 German I None 2 semester course, 1 credit per semester

#### Counts as a directed elective or elective for all diplomas

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

German II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for German language learning by facilitating the use of 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 than in previous courses. 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 describe the practices, products and perspectives of German-speaking culture; report on basic family and social practices of the target culture, and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding the German language and culture outside of the classroom.



#### WLHG100100 WLHG100200

#### WLHG200100 WLHG200200

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 255

German III (2044) German III-1 German III-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 9, 10, 11, 12 German I and II None 2 semester course, 1 credit per semester

#### Counts as a directed elective or elective for all diplomas

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

German III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for German language learning by facilitating the use of 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 an understanding of German-speaking cultures 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 as the application of understanding the German language and culture outside of the classroom.

German IV (2046) German IV-1 German IV-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits:

10, 11, 12 German I, II and III None 2 semester course, 1 credit per semester

#### Counts as a directed elective or elective for all diplomas

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

German IV, a course based on Indiana's Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through an 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. Students will continue to develop an understanding of German-speaking cultures through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the German language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native German speakers.



#### WLHG300100 WLHG300200

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 256

#### WLHG400100 WLHG400200

Spanish I (2120) Spanish I-1 Spanish I-2 Spanish I-1 Spanish I-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 9, 10, 11, 12 None 2 semester course, 1 credit per semester

#### Counts as a directed elective or elective for all diplomas

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

Spanish 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 cultures. This course Spanish I 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. Students will examine the practices, products and perspectives of Spanish-speaking cultures, recognize basic routine practices of the target cultures, and recognize and use situations appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding the Spanish language and culture outside of the classroom.



WLHS100100 WLHS100200 WLNS100100 WLNS100200

Spanish II (2122) Spanish II-1 Spanish II-2 Spanish II-1 Spanish II-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 9, 10, 11, 12 Spanish I None 2 semester course, 1 credit per semester

#### Counts as a directed elective or elective for all diplomas

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

Spanish 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 the 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 cultures; 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 the Spanish language and culture outside of the classroom.



WLHS200100 WLHS200200 WLNS200100 WLNS200200

Spanish III (2124) Spanish III-1 Spanish III-2 Spanish III-1 Spanish III-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 9, 10, 11, 12 Spanish I and II None 2 semester course, 1 credit per semester

#### Counts as a directed elective or elective for all diplomas

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

Spanish 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 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 than in previous courses. 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. Students will continue to develop an understanding of Spanish-speaking cultures 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 as the application of understanding the Spanish language and culture outside of the classroom.

Spanish IV (2126) Spanish IV-1 Spanish IV-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 10, 11, 12 Spanish I, II and III None 2 semester course, 1 credit per semester

#### Counts as a directed elective or elective for all diplomas

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

Spanish IV, a course based on Indiana's Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through an 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. Students will continue to develop an understanding of Spanish–speaking cultures through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.



FWCS

#### WLHS300100 WLHS300200 WLNS300100 WLNS300200

WLHS400100 WLHS400200

Spanish V (2128) Spanish V-1 Spanish V-2

Recommended Grade: Required Prerequisites: Recommended Prerequisites: Credits: 10, 11, 12 Spanish I, II, III, and IV None 2 semester course, 1 credit per semester

Counts as a directed elective or elective for all diplomas

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

Spanish V, a course based on Indiana's Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate the integration of language skills with an understanding of Spanish- speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop an understanding of Spanish-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture and impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Spanish speakers.



#### WLHS500100 WLHS500200

## HIGH SCHOOL, COLLEGE & CAREER PLANNING

# INFORMATION



### **GRADING SCALE**

Letter Grade	Percent	HS GPA Quality Points	Key Points
A+	98-100	4.33	12
Α	93-97	4.00	11
<b>A</b> -	90-92	3.67	10
<b>B</b> +	87-89	3.33	9
B	83-86	3.00	8
<b>B</b> -	80-82	2.67	7
<b>C</b> +	77-79	2.33	6
C	73-76	2.00	5
<b>C</b> -	70-72	1.67	4
<b>D</b> +	67-69	1.33	3
D	63-66	1.00	2
D-	60-62	0.67	1
F	59-0		0



FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK



## HIGH SCHOOL GRADING GUIDELINES

#### **GRADING PROCEDURES**

FWCS' high school grading procedures are designed to reflect a student's mastery of course knowledge more accurately. Study skills, work ethic and responsibility remain key factors in being academically successful, but a student's letter grade will be based on academic achievement. This system provides even weight for each letter grade given for each assignment. Traditionally, an F, particularly a 0, carried far more weight than the highest grades. Below are additional highlights of the new system.

#### **KEY POINTS**

- Grades are determined based on demonstrated performance and do not include extra credit, behavior, attendance or work habits. Only assessments measuring what a student knows according to course standards shall be included in calculating the grade.
- Non-academic factors (behavior, attendance, attitude, punctuality and effort) are essential and contribute to a student's achievement but will not be a part of the academic grade. Two non-academic factors, work ethic and behavior will be evaluated and reported on separately for each course on mid-term and final grade reports, in addition to course-bycourse attendance and tardy information recorded.

#### **KEY POINTS (CONT.)**

- Academic practice assessments will account for 20 percent of a student's course grade.
   Practice assessments include teacher observations, quizzes, homework, rough drafts, peer editing and notebook checks.
   Homework is a type of formative assessment, and formative assessment must count for 20 percent of a student's final grade.
- Summative assessments will account for 80 percent of the student's course grade.
   Summative assessments are cumulative and typically include unit tests, common assessments, semester exams and culminating projects, demonstrations, exhibitions, papers and labs.
- Students will be expected to complete missing coursework. Late coursework will be accepted as long as there is still an opportunity to learn from it and it occurs during the unit of study. There will be one unit (e.g., from 12 to 11) reduction in the coursework grade per day if the assignment is turned in past the due date, after which the student will receive a zero. Exceptions may occur at the teacher's/principal's discretion for prolonged absences or for coursework for which a due date for the work is irrelevant.
- Students will be given opportunities to redo/revise coursework within the unit of study as mastery of the material is what is important, not (within reason) when mastery occurs.



## HIGH SCHOOL GRADING GUIDELINES

#### **GRADING PROCEDURES (Cont.)**

- Academic practice assessments will account
- Students must show they have completed a corrective (independent practice, peer tutoring, study guides, additional reading or coursework, a review in class, etc.) before they will be allowed to attempt an alternative assessment.
- Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework or assessment but will replace the original student score.



#### WEIGHTED GRADING SYSTEM

The weighted grading system is intended to reward and recognize academic rigor. In the weighted system, identified courses, such as Advanced Placement and college credit classes, will be weighted more heavily than other courses.

The following guidelines will apply:

- Each identified course will carry an add-on of .025 for each semester when a grade of "C-" or higher is received.
- The add-on will be automatic and reflected on the transcript and in class rank.
- Students transferring from outside FWCS with GPAs weighted from other schools will receive credit according to FWCS regulation only.
- Students taking college courses on a college campus may bring credit back to the high school for a 1.0 weighted credit class per semester.
- Identified courses for weighted grading credit at FWCS High Schools are all Advanced Placement courses and courses taken through SBP or Collegiate Connection or other college courses, which have been approved for weighted grading credit. Contact your high school guidance counselor to find out which classes have weighted grades.



## HIGH SCHOOL CREDITS EARNED IN MIDDLE SCHOOL

FWCS' high school grading procedures are designed to accurately reflect a student's mastery of course knowledge. Study skills, work ethic and responsibility remain key factors in being academically successful, but a student's letter grade is based on academic achievement. This system provides even weight for each letter grade given for each assignment. Traditionally, an F, particularly a 0, carried far more weight than the highest grades. Below are additional highlights of the new system.

Algebra I (MA1890)
Algebra II (MA1850)
Introduction to Business (BE1820)
Spanish I (WL2120)
Spanish II (WL2122)
French I (WL2020)
French II (WL2022

The completion of Core 40 is an Indiana graduation requirement. 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 the student in course selection) must meet to discuss the student's progress.
- The student's Graduation Plan (including fouryear 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.

#### **GENERAL DIPLOMA**

- Mathematics courses, including Algebra I, Algebra II or any other higher-level math courses, taken before ninth grade do not count toward the six math credits required for high school graduation. Any math courses taken before ninth grade will count as elective credits on the student's high school transcript. Students must still earn a minimum of six mathematics credits while in grades 9-12.
- Students who take Algebra I, Algebra II or any other higher-level math in middle school may retake the course in high school if they did not pass or to earn a higher grade. Retaking the course in grades 9-12 would result in the course counting as math credits toward the high school diploma. The middle school grade will remain on the student's transcript, but it will not be figured into the student's GPA; only the new grade earned in high school will be calculated.



## HIGH SCHOOL CREDITS EARNED IN MIDDLE SCHOOL

#### ALL DIPLOMAS

- World language courses count as a Directed Elective or Elective for all diplomas and may be used to fulfill the world language requirement for the Academic Honors, Core 40 diploma.
- Introduction to Business counts as a Directed Elective or Elective for all diplomas.
- A student may elect to have their course included on their middle school transcript while opting out of having the credit included on their high school transcript. If a student wants the course listed on their transcript, they must complete a Request for High School Credit for a Middle School Course form (found in the back of this handbook) to have the credit transferred onto their high school transcript.





FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 266



## ADVANCED PLACEMENT, DUAL CREDIT & COLLEGE CREDIT

#### ADVANCED PLACEMENT, DUAL CREDIT & COLLEGE CREDIT

There are three avenues through which students can earn college credit:

- 1. College credit can be earned through enrolling in an Advanced Placement or International Baccalaureate standard level (South Side High School) classes and then taking and passing the corresponding examination at the end of the course. On AP examinations, students who earn at least a three on the AP Exam will earn college credit at any state school in Indiana (examples – Purdue University, Indiana University). In addition, any student may take an AP exam, even if they have never taken the class to support the AP exam. The cost of taking the AP exam without the support of the class is the student's responsibility.
- 2. Students may enroll in college courses with reduced tuition through a School-Based Program (SBP) taught by FWCS faculty who are adjunct professors through a local college. Yearlong courses earn one high school credit per semester.
- 3. Students may enroll in college courses on a college campus if the college-level course they intend to take is not available at the student's school. Students may schedule this as part of their school day, or classes may be taken before, after school, or in the summer. If a student elects to take a course outside of

#### ADVANCED PLACEMENT, DUAL CREDIT & COLLEGE CREDIT (CONT.)

their school day, they will be required to attend a full day at their home school. Students must seek prior approval from the high school guidance counselor by completing the Student Request for College Credit form (found in the back of this handbook). Requests for College Credit must be approved by the school and the Office of School Leadership before enrolling in a college course. The signed form must be returned to the school before registering for the class. Courses earn one high school credit per semester.

4. Per the Indiana Department of Education and the Commission for High Education, local high schools have the flexibility to determine the number of high school credits that should be awarded for a dual credit course based on these guidelines:

 The number of high school credits awarded for a dual credit course cannot exceed the number of credits listed on the bullet portion of the State Approved High School Course Titles and Descriptions document. For example, a student who completes a Senior English course through a dual credit course with Indiana University would earn two high school credits for the year.

Typically, a **one-semester** college course transfers as **one** high school credit and a **twosemester** college course as **two** high school credits. The exception is when a one-semester



## ADVANCED PLACEMENT, DUAL CREDIT & COLLEGE CREDIT

#### ADVANCED PLACEMENT, DUAL CREDIT & COLLEGE CREDIT (CONT.)

college course covers the equivalent of two semesters' worth of a high school course (which typically happens with a World Language dual credit course). In those cases, the content of the course is equivalent to two semesters' worth of a high school course (which typically happens with a World Language dual credit course). In those classes, since the content of the course is equivalent to two semesters worth of high school material, the student should receive two credits.

Most college credits are transferable to Indiana colleges and universities. However, the courses may be counted as electives and not as the specific course as listed on the student's college transcript. It is the student's responsibility to know and understand how the college credits granted in high school transfer to the college they attend after high school. Students may also enter an early college program where a combination of the above options can be used to allow students to earn an associate's degree while completing high school. Students need to check with the university or college they are enrolling in or considering enrollment to validate any dual credit.

#### ADVANCED PLACEMENT, DUAL CREDIT & COLLEGE CREDIT (CONT.)

Students must enroll in any college credit program according to the individual institution's qualifications. For more information about the dual enrollment programs at the colleges and universities, visit the web pages linked below.

Advanced Placement and International Baccalaureate Courses – see your high school counselor.

Purdue University, Fort Wayne www.pfw.edu

Ivy Tech, Fort Wayne www.ivytech.edu/dual-credit/

Vincennes University www.vinu.edu/dual-credit

Indiana Tech www.admissions.indianatech.edu/earlystart/dual-credit/

#### **Trine University**

www.trine.edu/academics/academicprograms/dual-enrollment/index.aspx



## SCHEDULING POLICIES AND PROCEDURES

#### STEPS FOR STUDENT SCHEDULING

- Parents/Guardians and students should review the FWCS Course Description Handbook and complete the course selection sheet before meeting with a guidance counselor.
- Students will finalize selections with a counselor.
- Schedule changes will be made once tentative schedules have been distributed. Changes will be made during indicated times.
- All students are expected to attend registration.

#### SCHEDULE CHANGE POLICY

Schedule changes will be made only for the following reasons:

- A need to balance classes
- Errors made by the school in developing the schedule
- Medical reason with proper documentation
- Request to take courses to qualify for Core 40 or Academic Honors Diploma (AHD)
- Failure of a course required for graduation
- Failure to have the required prerequisite
- Student requests to attend full year rather than be a January graduate

#### SCHEDULE CHANGE POLICY (CONT.)

It is expected that the parent/guardian and student have carefully studied the FWCS Course Description Handbook in choosing the appropriate student program. Occasionally, individual situations will arise that will need to be reviewed by a guidance counselor to determine whether a schedule change is necessary. The student's teacher, parent/guardian, and guidance counselor will consider these situations. A recommendation will be made to the assistant principal or the principal who will make the final decision.

#### WITHDRAWAL FROM A COURSE

- 1. During registration in July, a student may request to withdraw from a course without penalty.
- 2. After the first week (five school days) of the semester, should the student wish to withdraw, the classroom teacher determines the status of the student's grade at the time of withdrawal.

The teacher may:

 Choose to allow the student to withdraw without penalty. The student may be in the wrong course level or unable to complete the course requirements because of an extended illness.



## SCHEDULING POLICIES AND PROCEDURES

#### WITHDRAWAL FROM A COURSE (CONT.)

"WP" (Withdrawal Passing) is shown on the permanent record, and the course is not added to the grade-point average (GPA).

- Choose to assess a penalty grade for the semester with a "WF" (Withdrawal Failing) grade. The "WF" grade may be assessed when a teacher determines the student is capable of completing course requirements. A "WF" grade is computed into the student's gradepoint average as an "F" for the semester and is shown on the permanent record.
- 3. All schedule changes initiated by the student, such as level changes in Mathematics and English, are not considered course withdrawals and should be requested during the first nine (9) weeks of classes in a new semester. This should be approved in collaboration with the present teacher, the new teacher of the subject area, and a guidance counselor and principal designee.
- All discussion of withdrawal from a class must begin with the student, the classroom teacher and the student's parent/guardian.
- 5. Occasionally, there will be situations that arise which will need to be reviewed by a guidance counselor to determine whether a schedule change is required after the first week (five school days) deadline. These situations will be reviewed on an as-need basis. This may include changes to an Individual Education Plan (IEP).

#### **REPEATING COURSES**

The rationale for repeating a class is limited to improving the student's understanding and achievement and/or improving the student's ability to meet post-secondary goals. The transcript will show all grades, including the original class and the second (retaken) course, with the higher of the two grades included in the GPA.

Students may retake a high school course if any of the following conditions are present:

 A student may be recommended by their guidance counselor to repeat a passed course for better understanding when they are not adequately prepared for the next related course in the series.

To improve a grade of any kind, the requirements are:

 A student must have a grade of not lower than a C- in any course qualifying for the AHD (except the course to be repeated) and an overall GPA of 3.0 (B). When students meet the criteria and request to repeat a course in the next possible semester, the student, the parents/guardians, and the counselor will decide. If the requirements are not met, or there is a lapse of time before the student asks to repeat a course, the final decision to repeat a course will be made by the school principal.



## HOME SCHOOL TRANSFER PROCEDURE

#### HOME SCHOOL TRANSFER PROCEDURE

This procedure implements Board Policy 5463, Transfer Credits. Fort Wayne Community Schools will evaluate the transcripts of students transferring into FWCS from a home school to determine appropriate courses and grade levels. Students in grades K-8 will be placed in ageappropriate classrooms. For students in grades 9-12, FWCS will convene a committee consisting of the principal, department chair, a member of the student's family, and an employee from the Community Engagement and Curriculum, Assessment and Instruction departments, as well as an employee of the Level Office, to evaluate and determine course completion from the home school transcript and FWCS course enrollment. In addition to transcripts, parents must provide evidence to support their student's completion of coursework; examples include textbooks, curriculum materials, correspondence program names and contacts, and transcripts from colleges.

#### **PROCEDURE:**

- Parents shall submit all pertinent materials, including but not limited to Indiana home school registration numbers, test results, attendance records, and the curriculum used by the home school.
- FWCS will share the transcript before the meeting and will have the committee review the transcript and the possible DOE Course

#### **PROCEDURES (CONT.)**

Codes that could align with the courses already taken.

- 3. Committee members will cross-reference the transcript with the parent-requested grade-level checklist.
- The committee will evaluate any standardized assessment scores examples – IOWA, Stanford 10, California Achievement Test, PSAT, SAT, and ACT)
- 5. If the student has not been administered a standardized assessment, then an approved achievement test consistent with the grade level expected for the student age shall be administered by a certified Fort Wayne Community Schools employee (IDOE suggestion and local decision; could be an interim assessment).
- The committee will decide on what, if any, credit is to be given for work done in the home school. Grades must be assigned to those courses that meet the General, Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diploma requirements.





## PUBLIC, PRIVATE AND CHARTER SCHOOL TRANSFER PROCEDURE

#### PUBLIC, PRIVATE & CHARTER SCHOOL TRANSFER PROCEDURE

This procedure implements Board Policy 5463, Transfer Credits. When a new or returning student enters Fort Wayne Community Schools, guidance coordinators or counselors will ensure that students are enrolled in the appropriate classes based on the prior coursework in other schools. High school guidance coordinators or counselors and registrars will follow the steps below to ensure that new students are enrolled in the correct classes. According to Indiana Code (20-32-2-10), a school in Indiana receiving a request for enrollment documentation shall send the records promptly to the requesting school. In addition, if a parent/guardian of a child who has enrolled in an accredited nonpublic school is in breach of a contract that conditions release of student records on the payment of outstanding tuition and other fees, the accredited nonpublic school shall provide a requesting school sufficient verbal information to permit the requesting school to make an appropriate placement decision regarding the child.

#### **PROCEDURE:**

1. Upon enrollment, a student's transcript is provided to the school from a parent/guardian or from another school the student was enrolled in.

#### **PROCEDURES (CONT.)**

- 2. A FWCS guidance coordinator or counselor will review the transcript, complete the diploma track checklist and align courses with accurate IDOE Course Codes. If the student is enrolling from a private school and a transcript was not provided; the coordinator or counselor will contact the private school to obtain a copy. If the private school is not able to provide transcripts, the coordinator or counselor shall contact the Advanced Placement and Dual Credit Curriculum Coordinator, and provide the following:
  - Student name
  - The name of the school the student is transferring from
  - The name of the person you spoke to at the school about the transcript
- The guidance coordinator or counselor will provide the transcript with accurate IDOE Course Codes to the registrar to enter into PowerSchool.
- 4. The guidance coordinator or counselor will work with the parents to share the diploma track checklist to determine what grade the student should be enrolled in and the courses the student should take to be on track for the diploma of their choosing.

## NORTHROP BRUINS

## ATHLETICS

(TET)



## ATHLETICS AT FWCS

#### ATHLETIC PARTICIPATION

To be eligible scholastically, a student must have received passing grades at the end of his or her last grade period in the following manner: Passing five high school credited courses each grading period. College course grades will count at the completion of the course.

#### **TEST SCORES**

- Division I uses a sliding scale to match test scores and core grade point averages. The sliding scale for those requirements is shown on the NCAA Eligibility Center's website (www.eligibilitycenter.org).
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

#### **GRADE-POINT AVERAGE**

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Use the list as a guide.
- Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core grade-point average. Use the list as a guide.
- Division I core grade-point-average requirements are listed on the sliding scale on the NCAA Eligibility Center's website (www.eligibilitycenter.org).
- The Division II core grade-point-average requirement is a minimum of 2.000.
- Remember, the NCAA grade-point average is calculated using NCAA core courses only.





#### NC44. Eligibility Center

### ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification account with the NCAA Eligibility Center at eligibilitycenter.org. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page account at eligibilitycenter.org.

#### ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an SAT or ACT score that matches your core-course GPA.

#### CORE COURSES

Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit eligibilitycenter.org/courselist for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

#### DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.



#### GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- · DII requires a minimum 2.2 GPA.

#### SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about sliding scales at ncaa.org/test-scores.

#### TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code **9999** to send your scores directly to us from the testing agency. We accept official scores only from the SAT or ACT, and cannot use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score. More information regarding the impact of COVID-19 and test scores can be found at **on.ncaa.com/COVID19\_Fall\_B**.

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK PAGE 275





### HIGH SCHOOL TIMELINE



Start planning now! Take the right courses and earn the best grades possible.

 Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist.

LAP

 Sign up for a free Profile Page account at eligibilitycenter.org for information on NCAA requirements.



(1) E

(1) Math

(1) So

(1) Science

and/or addit

· Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.

- · Take the SAT/ACT and submit your scores to the NCAA Eligibility Center using code 9999.
- · Ensure your sports participation information is correct in your Eligibility Center account.
- · At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your Eligibility Center account.

#### How to plan your high school courses to meet the 16 core-course requirement:



 If you fall behind academically, ask your counselor for help finding approved courses you can take

- · Register for a Profile Page or Certification account with the NCAA Eligibility Center at eligibilitycenter.org.
- Monitor your Eligibility Center account for next steps.
- · At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your Eligibility Center account.



· Complete your final NCAAapproved core courses as you prepare for graduation.

Take the SAT/ACT again, If necessary, and submit

your scores to the NCAA Eligibility Center using code 9999.

- · Request your final amateurism certification beginning April 1 (fail enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at eligibilitycenter.org.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.
- · Reminder: Only students on an NCAA Division I or II school's Institutional request list will receive a certification.



Search Frequently Asked Questions: ncaa.org/studentfag Follow us: 🤟 Gncasec O oplaycollegesports G Gncaaec

(1) Eng

(1) Math

(1) So

(1) Science

NCAA is a tradumerk of the Natio

FORT WAYNE COMMUNITY SCHOOLS | ACADEMIC HANDBOOK **PAGE 276** 



## **PHYSICAL EDUCATION CREDIT**

The Indiana State Board of Education has provided flexibility to adapt the high school physical education requirements for students who demonstrate proficiency through other means.

#### **PROGRAM REQUIREMENTS**

- One (1) PE credit will be given for a complete season of:
  - Any FWCS sponsored IHSAA sanctioned sport
  - Marching Band
  - Winter Guard
  - Competitive Show Choir
  - Dance Team

All of these activities are within the framework of lifetime physical activities and fitness.

- You can earn one (1) credit in PE II for any of the above activities.
- Retroactive credits will NOT be awarded. It is your responsibility to get the form completed and turned in after completing the activity.
- A complete season is defined as first practice to final event. The student must remain on the active roster the entire season or duration of the activity.
- Disciplinary suspensions from the team or activity may result in forfeiture of credit as determined by the coach, director or sponsor.
   At the conclusion of the season or activity, the coach, director or sponsor will validate

completion on the PE Waiver Form.

#### **PROGRAM REQUIREMENTS (CONT.)**

- The form must be completed and turned into the guidance office within two weeks of the end of the season or activity.
- A grade of 'A' will be granted to all students who meet the requirements for the alternative credit.
- The PE II credits must be earned by the end of the sophomore year.

#### YOU MUST DO THE FOLLOWING

- The PE Waiver Form must be completed by you and the coach, director or sponsor at the completion of the season or activity.
- You must turn the PE Waiver Form into the guidance office within two (2) weeks of the completion of the season or activity.
- Make sure PE II credits are completed before the end of the sophomore year.





This form must be signed by the coach, sponsor or director and by the student at the end of the season and returned to guidance office <u>no later the two (2) weeks after the season has ended</u>. The PE Waiver credit MUST be earned by the end of the sophomore year.

Name \_\_\_\_\_ Grade \_\_\_\_\_ ID#\_\_\_\_\_

This student has earned one (1) PE credit in (check one) PE II by participating in one of the following approved extracurricular activities:

Fall Semester	Winter/Spring Semester
Cross Country	Baseball
Cheerleading (fall)	Basketb all
Football	Cheerleading (winter)
Golf (girls)	Competitive Show Choir
Marching Band	Dance team
ROTC	Golf (boys)
Soccer	Softball
Tennis (boys)	Swimming and Diving
Volleyball	Tennis (girls)
	Track and Field
	Wrestling
	Winter Drum Line
	Winter Guard

This PE credit was earned during the \_\_\_\_\_\_ school year.

This student met the requirement to earn his/her alternative PE II credit by:

- 1. Completing and actively participating in the entire season for the sport or activity checked above, and
- 2. By not having any disciplinary suspensions from the sport or activity checked above.

Coach/Sponsor Signature	Date	Student Signature	Date
For Guidance Use Only:			
Date Competed Form Received:		Ву:	
Credit Earned: Yes 🗖 🛛 No 🗖			
Date Placed on Transcript:		_ Ву:	
Registrar:		Date:	



#### CURRICULUM, ASSESSMENT and INSTRUCTION 1200 South Clinton Street Fort Wayne, IN 46802 Student Request for College Credit

Student Name:	High School:	
College Course Name:	College Course #:	
University or College Name:	Days & Time of College Class:	
Semester 1 or 2 Both Semesters 1 & 2	School Year:	

I understand that this course must be approved by my guidance counselor.

- I must submit an official college course transcript to the registrar at my high school for this course to be counted on my • transcript.
- I understand that if the course for which I am requesting credit is no longer available, I will not register for an alternative course without submitting a new request form.

Student's Signature	Date
Parent/Guardian's Signature	Date
Guidance Coordinator Signature	Date
Principal Signature	Date
Office of School Leadership Director Signature	Date

#### AND THE OFFICE OF SCHOOL LEADERSHIP REQUESTS FOR COLLEGE CREDIT MUST BE SIGNED OFF BY THE SCHOOL PRIOR TO THE STUDENT ENROLLING IN A COLLEGE COURSE \*\*FORMMUST BE RECEIVED PRIOR TO REGISTERING FOR THE CLASS\*

If the course is NOT approved for credit to be transferred back to the high school, the student may take the course if he/she has completed or will complete all requirements of the Core 40 diploma. The course will NOT count on the HS transcript. If college course is outside of normal school hours, students are required to attend a full day at their home school.

Below For FWCS Staff Only

4	Please complete each step below
	Student, parent/guardian, and guidance counselor coordinator must sign the request form.
	Course requested is NOT offered on student's school site as a dual credit course
	Scanned copy of form sent via email to the Office of School Leadership for approval – form will be returned with a recommendation for approval (a course number will be included if approved for credit). Students can be enrolled in courses with active course numbers and no further action is taken.
	The signed agreement is returned to the high school guidance counselor and placed on file.
	Reviewed (Initialed & Dated) by Director of Curriculum, Assessment & Instruction.

#### FINAL APPROVAL

Approve	🗌 Disapprove
	S
🗌 Approve	🗌 Disapprove

Signature - Chief Academic Officer

Date

Signature - Chief Office of School Leadership

Date

PowerSchool Course Number:	PowerSchool Course Name:



By completing this form, students are requesting to take a class as pass/fail. Requests for pass/fail grading option must be received on or before the end of the first two weeks of the semester. The Principal and Chief of School Leadership and/or Level Director will review requests on a case-by-case basis. Courses that apply to the Core 40 diploma or higher and courses that apply to parts two and three of the new graduation pathway options will not be allowed a pass/fail option. Classes taken as pass/fail will not be calculated into the student's grade point average.

Date		
Student Name		
High School		
Course Requested to be Taken Pass/Fail		
Teacher Name		
I(We) confirm that the course reques 40 diploma or higher.	sted for pass/fail does not affect the student's app	lication for the Core
Student Signature		Date
Parent Signature		Date
Guidance Coordinator Signature		Date
Principal or Designee's Signature		Date
Chief of School Leadership Signature or Level Director		Date

This form is to remain on file in the guidance department office, and a copy of this form is to be placed in the student's permanent file.

EWCS WE ARE YOUR SCHOOLS CURRICULUM, ASSESSMENT an 1200 South Clinton Street - Fort Wayn Request for High S	nd INSTRUCTION (e, IN 45802 Chool Credit for Middle School Co	ourse
Date of Request: Student N	lame:	
Middle School Courses for which high schoo	ol credit is requested:	
Semester and School Year:		
Middle School where courses were taken:		
Student Signature	Date:	
Parent/Guardian Signature	Date:	
Return this form to your high sc	hool guidance department for processing. Thank	-
	For office use only	
Date Received:	Received by:	
	Verification of coursework: Registrar's initials:	
Original form should be p	laced in student's file. Copy to parent/guardian.	



## WE ARE YOUR SCHOOLS

## www.fortwayneschools.org