



# **AVON HIGH SCHOOL**



## **2024-2025 Program of Studies**

**Grades 9-12**

**Classes of 2025, 2026, 2027, 2028**

Policies  
Procedures  
Course Descriptions

## **STATEMENT OF PURPOSE**

Dear Avon High School Students and Families,

Welcome to your next – or for our freshmen, your first – year of high school!

Our goal is for every Avon High School student to graduate with a meaningful post-secondary plan. This Program of Studies is a key resource in helping you identify the courses that line up with your career interests. As you work with our school counselors and teachers in course selection, select classes based on where you hope to head in the world of work. Talk as a family and make thoughtful decisions about how each semester helps you achieve your goals. Your Avon High School counselors look forward to working with you on a plan that is the best fit for you.

Yours in Education,

Matt Shockley  
Principal, Avon High School

## **WHAT DOES IT TAKE TO GRADUATE FROM AVON HIGH SCHOOL?**

A minimum of 47\* credits are required for any of the Indiana diploma designations at Avon High School: Core 40 with Academic Honors, Core 40 with Technical Honors, Core 40, and General.

**Students in the classes of 2025, 2026, 2027, & 2028 earn a diploma through an Indiana Graduation Pathway:**

- Completion of a minimum of 47\* credits for the appropriate diploma (see pages 4-5)
- AND**
- Learn and demonstrate employability skills through completion of a project-based learning, service-based learning, or work-based learning experience (see page 6)
- AND**
- Demonstrate post-secondary competencies (see pages 6-7) by meeting criteria for one of the following:
  - A. Earning an Academic or Technical Honors Diploma
  - B. Minimum scores on college admission testing: ACT: 18 English or 22 Reading AND 22 Math or 23 Science; or
  - C. SAT: 480 Evidence-Based Reading and Writing and 530 Math
  - D. Industry-based certification
  - E. Minimum score of 31 on the Armed Forces Qualifying Test (also known as ASVAB)
  - F. C average for 3 Dual Credit/AP courses
  - G. C average in at least 2 non-duplicative advanced courses within a career pathway

\*Students with an Individual Education Plans (IEP) may elect for a credit plan under House Enrolled Act 1519

*\*\*Front Cover Design by Kenneth Cook*

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## **DIPLOMA COMPLETION AND GRADUATION**

Students receiving a diploma from Avon High School must take required units of study from Avon, Avon Academy, a state-approved online program, or in the case of transfer students, other accredited high schools.

Students are expected to take 7 courses a semester. For a student to be in good standing and on track, the following number of credits should be completed at the end of each of the following grade levels: 9th grade: 11 credits; 10th grade: 23 credits; 11th grade: 34 credits. All credits required for graduation must be satisfactorily completed by the seniors' last day of regular attendance in order to participate in the graduation ceremony.

## **INDIANA DIPLOMA DESIGNATIONS**

Students in the classes of 2025, 2026, 2027, & 2028 are required to complete a Graduation Pathway to earn any Indiana diploma. See page 2.

### **CORE 40**

|                                    |  |
|------------------------------------|--|
| English/Language Arts              | <b>8 credits</b> in grade level English or equivalent  |
| Mathematics                        | <b>6 credits</b><br>2 credits: Algebra I<br>2 credits: Geometry<br>2 credits: Algebra II<br>(All students must earn 6 math credits after entering high school. In addition, student must be enrolled in a math or quantitative reasoning course each year of high school.) |
| Science                            | <b>6 credits</b><br>2 credits: Biology I<br>2 credits: Chemistry, Physics, or Integrated Chemistry/Physics<br>2 credits: Any Core 40 science course  |
| Social Studies                     | <b>6 credits</b><br>2 credits: US History<br>1 credit: US Government<br>1 credit: Economics<br>2 credits: Geography & History of the World or World History  |
| Directed Electives                 | <b>5 credits</b><br>World Languages*<br>Fine Arts<br>Career and Technical Education  |
| Physical Education                 | <b>2 credits</b>   |
| Health and Wellness                | <b>1 credit</b>  |
| Preparing for College<br>& Careers | <b>1 credit</b>  |
| Electives                          | <b>12 credits</b> (College and Career Pathway courses recommended)   |

**47 total credits**

\*Entrance into some college programs may require additional courses. For example, many engineering programs require four years of high school math. Some colleges now require 2 years of foreign language to meet entrance requirements. While many advanced courses are not absolutely necessary for college entrance, they may be helpful in preparing you for college work.

## **CORE 40 WITH ACADEMIC HONORS**

For the Core 40 with Academic Honors designation, students must meet Core 40 requirements and must also:

- Earn 2 additional Core 40 math credits (Note: All students must earn 6 math credits after entering high school. In addition, students must be enrolled in a math or quantitative reasoning course each year of high school)
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages)
- Earn 2 Core 40 fine arts credits
- Earn a grade of “C-” or above in courses that will count toward the diploma\*
- Have a grade point average of “B” or above, and
- Complete one of the following:
  - A. Complete 4 credits in two or more AP courses and take the corresponding College Board AP exams
  - B. Complete 6 verifiable, transcribed college credits in dual credit courses from the approved dual credit list
  - C. Complete a combination of AP courses 2 credits and corresponding AP exams and dual high school/college credit course(s) from the approved dual credit list resulting in 3 verifiable, transcribed college credits
  - D. Complete the SAT test with a composite score of 1250 or higher and a minimum score of 560 on the math section and a 590 or higher on the evidence-based reading and writing section (EBRW)
  - E. Complete the ACT test with a composite score of 26 or higher and completion of the written section

## **CORE 40 WITH TECHNICAL HONORS**

For the Core 40 with Technical Honors designation, students must meet Core 40 requirements and must also:

- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and earn one of the following:
  - A. State approved, industry recognized certification or credential; or
  - B. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of “C-” or above in courses that will count toward the diploma\*
- Have a grade point average of “B” or above
- Complete one of the following:
  - A. Any one of the options (A-E) of the Core 40 with Academic Honors (see above)
  - B. Earn minimum WorkKeys scores: Reading for Information, Level 6; Applied Math, Level 6; and Locating Information, Level 5.
  - C. Earn minimum Accuplacer scores: Writing: 80; Reading: 90; Math: 75
  - D. Earn minimum Compass scores: Algebra: 66; Writing: 70; Reading: 80

\* Only courses in which a student has earned a grade of “C-” or above may count toward a Core 40 with Academic Honors or Core 40 with Technical Honors designation. If a student earns a grade lower than a “C-”, that course cannot count toward the total 47 required credits and the student will need to earn additional credits with a “C-” or above to achieve the total 47 credits. A student may repeat a course for a better grade (see Repeating a Course) or may take another course that will meet the standard, if another choice is available in that subject. For example, if a student earns a “D” in Intro 2 D Art, he/she may take Technical Theatre and attempt to earn a “C-” or better (for the fine art credit).

## **GENERAL DIPLOMA**

To graduate with the General Diploma designation, the following formal opt-out process must be completed:

- The student, the student’s parent/guardian, and the student’s counselor (or another staff member who assists students in course selection) meet to discuss the student’s progress.
- The student’s career and course plan are 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 the Core 40 designation, 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.
- A Core 40 Opt-out Form must be completed and signed by all participants; a copy of the form must be placed in the student’s permanent record.

## **EMPLOYABILITY SKILLS**

Indiana students must also demonstrate employability skills through project-based, service-based, or work-based learning experiences. The following list includes options for Employability Skills at Avon High School as of Fall 2023 and is subject to change.

### **Project-Based Learning**

- English 12 class; Semester 1
- PLTW Digital Electronics
- PLTW Biomedical Innovations
- PLTW Medical Interventions
- Robotics and Innovation

### **Service-Based Learning**

- Peer Tutoring
- JROTC
- Clubs (i.e. AIM, DECA, Interact, Peer Pals) active member (Sponsor verification)
- Athletics: Full season (Coach or Athletic Department verification)
- Marching Band, Color Guard, Show Choir, Dance Team (Teacher verification)
- Community Service (i.e. Scouts, long-term community service, mission trips)

### **Work-Based Learning**

#### **AT AHS/AVON ACADEMY**

- JAG
- Work Based Learning Internship
- Cadet Teaching
- Career Exploration Internship

#### **AT AREA 31**

- See page 20

### **Employment**

- 100+ hours, verification required

## **POST-SECONDARY COMPETENCIES**

The third and final component of completing a Graduation Pathway is a post-secondary competency that is demonstrated through diploma type, readiness scores, certification, or coursework.

### **Select ONE Competency that has been met:**

- AHD or THD
- C Average for 3 AP/Dual Credit Classes
- ACT: 18 English or 22 Reading **AND** 22 Math or 23 Science
- SAT: 480 EBRW, 530 Math
- ASVAB: 31 on AFQT
- State/Industry Certificate
- C Average for coursework in a Career Concentrator

Students can meet the post-secondary competencies requirement for a Graduation Pathway through a Career Concentrator. Career Concentrators are met with certain Career/Technical Education (CTE) courses. The following charts list the Career Concentrators available at Avon High School and the courses required to fulfill them. Students must complete these courses with at least a C average.

The course descriptions are found in the respective department sections.

CTE programs can be explored in the [Indiana CTE Career Guide](#).

| Career Pathways/Programs of Study - Cohorts: Classes of 2025, 2026, 2027, and 2028 |                           |                                    |   |  |
|--|---------------------------|------------------------------------|---|--|
| Career Pathway   | Example Careers           | Principles Course                  | Concentrator Course<br>A                        | Concentrator Course<br>B                       |
| Biomedical Sciences & Technology   | Nurse, Medical Technician | Principles of Biomedical Sciences  | Human Body Systems or Anatomy & Physiology      | Medical Interventions                          |
| Engineering  | Engineer                  | Introduction to Engineering Design | Principles of Engineering                       | Digital Electronics                            |
| Engineering Design Technology  | Engineer                  | Introduction to Engineering Design | Mechanical & Architectural Design               | Manufacturing Principles & Design              |
| Construction Trades Carpentry  | Construction Worker       | Principles of Construction Trades  | Construction Trades: General Carpentry          | Construction Trades: Framing & Finishing       |
| Education Careers  | Teacher                   | Principles of Teaching             | Child & Adolescent Development (Cadet Teaching) | Teaching & Learning (Cadet Teaching)           |
| Radio & Television Broadcasting  | TV/News Producer          | Principles of Broadcasting         | Audio & Video Production Essentials             | Mass Media Production                          |
| Business Administration  | Business Manager          | Principles of Business Management  | Marketing Fundamentals                          | Accounting Fundamentals Or Strategic Marketing |
| Business Administration  | Business Manager          | Principles of Business Management  | Management Fundamentals: Business Law           | Accounting Fundamentals                        |
| Human and Social Services  | Social Worker             | Principles of Human Services       | Understanding Diversity                         | Relationships & Emotions                       |

Avon High School is pleased to offer a state-approved pathway in Civic Arts. The Civic Arts pathway is earned through successful completion of required coursework **AND** community-based experiences including internships and community service that demonstrate employability skills. An e-portfolio documents the completion of all elements of the Civic Arts pathway. Students interested in the Civic Arts pathway should work closely with their counselor.

| <b>Civic Arts Local Pathways – ALL Cohorts: Classes of 2025, 2026, 2027, and 2028</b> |   |   |  |   |
|---|---|---|--|---|
| <b>Civic Arts Pathway</b>   | <b>Example Careers</b>                            | <b>Required Coursework I</b>  | <b>Required Coursework II</b>  | <b>Required Coursework III</b>  |
| Visual Arts<br>2-D Path   | Art Teacher/2-D<br>Business Owner                 | Intro to 2-D<br><b>AND</b><br>Advanced 2-D  | Principles of Teaching<br><b>OR</b><br>Principles of Business Management | Drawing I <b>AND</b> Drawing II<br><b>OR</b><br>Drawing I <b>AND</b> Painting I<br><b>OR</b><br>AP 2-D Art and Design |
| Visual Arts<br>Digital Path   | Art Teacher/Digital<br>Designer/Business<br>Owner | Digital Design<br><b>AND</b><br>Visual Communications I                                       | Principles of Teaching<br><b>OR</b><br>Principles of Business Management | AP 2-D Art and Design:<br>Digital Design  |
| Visual Arts<br>3-D Path   | Art Teacher/3-D<br>Business Owner                 | Intro to 3-D<br><b>AND</b><br>Ceramics I  | Principles of Teaching<br><b>OR</b><br>Principles of Business Management | Ceramics II <b>AND</b> Sculpture  |
| Band  | Band Teacher/<br>Band Director                    | Gold Band<br><b>OR</b><br>Jazz Band   | Principles of Teaching<br><b>OR</b><br>Principles of Business Management | Concert Band<br><b>OR</b><br>Symphonic Band   |
| Choir   | Choir Teacher/<br>Choir Director                  | Black & Gold Choir<br><b>OR</b><br>Oriole Choir   | Principles of Teaching<br><b>OR</b><br>Principles of Business Management | Symphonic Choir<br><b>OR</b><br>Attraction<br><b>OR</b><br>Accents<br><b>OR</b><br>Allegros                           |
| Orchestra   | Orchestra<br>Teacher/<br>Orchestra Director       | Concert Orchestra<br><b>OR</b><br>Intermezzo Orchestra  | Principles of Teaching<br><b>OR</b><br>Principles of Business Management | Philharmonic Orchestra<br><b>OR</b><br>Symphony Orchestra   |
| Theater   | Theatre Director/<br>Producer                     | Theatre Arts<br><b>AND</b><br>Technical Theatre   | Principles of Teaching<br><b>OR</b><br>Principles of Business Management | Theatre Production<br><b>AND</b><br>Advanced Theatre Arts   |
| Dance   | Dance Teacher/<br>Dance Business<br>Owner         | Dance Choreography I <b>AND</b><br>Dance Choreography II <b>AND</b><br>Dance Choreography III | Principles of Teaching<br><b>OR</b><br>Principles of Business Management | Dance Company<br><b>OR</b><br>Advanced Dance Technique  |



Career Concentrator CTE courses are also available through Area 31 Career Center as shown below for interested junior and senior students. A student enrolling in these programs is strongly encouraged to complete the entire two years of the program. The majority of the programs at Area 31 Career Center are two-year programs. Students may earn two or three credits per course based on the Career Center's semester. Many of the programs at Area 31 Career Center also offer dual college credit with colleges such as Ivy Tech and Vincennes University. Students enrolled in this program spend half of their school day at the Ben Davis High School Area 31 Career Center (or another designated site) and half of their day at Avon High School. Course descriptions of the programs offered at Area 31 can be found on page 20. The following chart contains the Career Concentrators available through Area 31:

| Career Concentrator Programs of Study through Area 31 Career Center |                             |  |
|---|-----------------------------|--|
| Pathway/Program of Study  | Example Careers             | Coursework for Area 31 Career Concentrators is available in the online version of the Program of Studies on the Guidance Department website. |
| Horticulture  | Landscape design            |  |
| Construction  | Carpenter                   |  |
| HVAC  | Heating and air technician  |  |
| Graphic Imaging   | Designer                    |  |
| Early Childhood   | Preschool worker            |  |
| Pharmacy  | Pharmacy technician         |  |
| Nursing   | Certified Nursing Assistant |  |
| Cosmetology   | Hair stylist                |  |
| Culinary Arts   | Chef                        |  |
| Networking & Cyber Security   | Computer technician         |  |
| Advanced Manufacturing  | Engineer                    |  |
| Machine Tech  | Machinist                   |  |
| EMT/Paramedic   | Paramedic                   |  |
| EMT/Paramedic   | Firefighter                 |  |
| Auto Collision  | Auto mechanic               |  |
| Auto Tech   | Auto mechanic               |  |
| Aviation Maintenance  | Aircraft mechanic           |  |
| Tractor Trailer Operations  | Tractor trailer Operator    |  |
| Art, AV Technology and Communication                                | Web designer                |  |

## **STATEWIDE TESTING FOR INDIANA STUDENTS – CLASS OF 2025 AND BEYOND**

Indiana will use the school day SAT administration in March to fulfill requirements listed in Indiana Code 20-32-5.1-7(d) for high school accountability. Students may also use scores to fulfill some high school graduation requirements. SAT assesses high school Mathematics, Reading, and Writing standards in grade 11.

### **REPEATING A COURSE**

1. Students must repeat a failed course that is required for graduation.
2. Students may choose to repeat any course in which they have received a D+, D, D-, F, or WF.
3. Once the course is repeated, the initial grade will be changed to “R” (which designates a repeated course) on the transcript and will not count in the cumulative GPA. Only the second grade will count in the cumulative GPA because the initial credit will have been removed. Should the grade for the repeated course be lower than the initial grade, that grade will be changed to an “R”.
4. A student may repeat a lower level of the same course (providing the academic standards are the same for the two courses). For example, a student who earns a D+ in English 10 Honors may opt to take English 10 for a higher grade and replace the D+ with an R.
5. If a student fails a required course, he/she may retake the course in summer school, and/or by a state-approved online course and/or through courses available in the Online Education Center at Avon High School.

### **GUIDELINES FOR COLLEGE-BOUND STUDENTS**

Students are encouraged to check with each individual college of interest when planning high school courses due to variations in college entrance requirements. This can include contacting a college’s admissions office and/or visiting the college on campus or talking to a college representative at one of our college and career mini fairs. College course/major requirements can be found on most college websites. Most colleges require at least 28 of the credits earned for high school graduation to be devoted to academic courses. College entrance requirements can change, so be sure to check each college’s website often.

#### **To prepare for college, students should do the following:**

1. Take recommended college preparatory courses. The preferred curriculum for the best preparation for college is the Indiana Academic Honors or Technical Honors Diploma. Indiana Core 40 is the minimum standard to be followed. Please note, college entrance requirements differ from high school diploma requirements.
2. Take a rigorous course load appropriate to the student.
3. Maintain the best possible grade point average (GPA).
4. Take the PSAT in the fall of the sophomore and junior year and the PSAT 8/9 in the fall of the freshman year. Take the SAT and/or ACT in the winter/spring of the junior year and fall of the senior year. Be sure to send your SAT and ACT scores to Avon High School (CEEB school code 151-647) and up to 4 colleges for free from the testing agency.
5. Many college applications open August 1, so seniors are encouraged to apply early during the senior year. Some colleges and some highly competitive programs have earlier application deadlines.
6. Complete the FAFSA online beginning October 1 and submit as early as possible in the senior year to be considered for state and federal financial aid. Visit [www.fafsa.ed.gov](http://www.fafsa.ed.gov) for more information on the FAFSA. Check with each college for their FAFSA deadline.

### **NAVIANCE STUDENT**

Naviance Student is a web-based program that promotes college and career readiness for high school students. All Avon High School students and their parents have access to Naviance Student. Login information is available on the guidance page of the high school website.

#### **Naviance Student applications include:**

- *Courses* - Students can build their four-year plan and keep track of their progress throughout high school.
- *Careers* - Students can explore careers and interests. Students have access to multiple career interest inventories. In addition, students can watch short videos to learn more about potential careers through Roadtrip Nation.
- *Colleges* - Students can research colleges, enrichment programs, and scholarships. They can access school forms and can request transcripts to be sent electronically to more than 1,000 colleges. Sophomores, juniors, and seniors can also see the colleges and apprenticeship representatives that will be in attendance at the mini college and career fairs during the fall semester.

## **COLLEGE READINESS AND ADMISSIONS EXAMINATIONS**

Avon High School Guidance Department recommends the following minimum testing program for college-bound students. Students may check published test dates and registration deadlines for the ACT and SAT in the Guidance Office or online at [www.actstudent.org](http://www.actstudent.org) and <https://collegereadiness.collegeboard.org/sat>. Avon High School's CEEB school code is: 151-647.

|          |  |
|----------|--|
| Grade 9  | PSAT 8/9 in October  |
| Grade 10 | PSAT/NMSQT in October  |
| Grade 11 | PSAT/NMSQT in October<br>Statewide school day SAT in March<br>Weekend ACT and/or SAT recommended in spring |
| Grade 12 | Weekend ACT and/or SAT recommended in early fall   |

## **COLLEGE CREDIT OPPORTUNITIES**

### **PROJECT EXCEL—DUAL HIGH SCHOOL/COLLEGE CREDIT COURSES**

Project Excel is a cooperative program between Vincennes University and Avon High School. Students are responsible for the tuition fees paid to Vincennes University; however, students who receive lunch/textbook assistance will have their fees waived. Students can earn both college credits and high school credits with these courses. Students must meet the criteria set by Vincennes University to receive the college credit, which is based on certain PSAT/SAT/ACT scores and/or the ACCUPLACER test. These courses are listed on the Indiana Core Transfer Library list and should therefore transfer to the other Indiana public colleges and many of the Indiana private colleges. These courses also allow the student to meet the additional requirements for earning a Core 40 with Academic Honors Diploma or Core 40 with Technical Honors Diploma.

### **IVY TECH COMMUNITY COLLEGE-DUAL HIGH SCHOOL/COLLEGE CREDIT COURSES**

Avon High School also offers Ivy Tech dual credits for free through an agreement with Ivy Tech which may transfer to programs at various post-secondary institutions. Minimum scores on End-of-Course Assessments in the Project Lead the Way program are a required component for students to receive dual credit.

### **ADVANCED PLACEMENT PROGRAM (AP)**

The College Board's Advanced Placement Program enables students to pursue college-level studies while still in high school. Avon offers a large array of AP courses. Based on their performance on rigorous AP exams, students can earn credit, advanced placement, or both for college. Each college has their own policy on using AP exam results. The 2024 College Board exam fee is \$98.00 per exam. The state of Indiana has approved to pay for the 2024 English, science, and math exams for all grade levels. All other exam fees are the responsibility of the student. The College Board and the state of Indiana provides a fee waiver for students qualifying for free/reduced lunch. Students who enroll in AP courses are expected to take the corresponding AP exam for each subject. Students should visit <https://transferin.net/transfer-resources/transfer-databases/ap-courses/> to see how AP exam scores can transfer into college credits at Indiana colleges and universities.

## **CHANGES IN PRE-ENROLLED CLASS SELECTIONS**

The type and number of courses offered at Avon High School are based upon course selections made by students during the pre-enrollment process; therefore, it is important for students to give serious thought to their class selections and commit to completing these classes. Course verification sheets will be given to students in April. **All requests for schedule changes must be made by April 19. Requests for changes between March 15 and April 19 will be honored if space is still available in the course.**

It is in everyone's best interest--the student, the teacher, and the counselor--to have schedules finalized before the start of school in order to have a smooth, uninterrupted start to the school year. Guidance counselors will make adjustments to the students' course selections based on courses failed in the second semester and/or courses taken during the summer. There will be no schedule changes to accommodate a student's choice of instructor. The administration and/or school counselor may consider an exception on an individual basis if a student has previously failed a course with an instructor.

## **COURSE CHANGE REQUESTS DURING THE SCHOOL YEAR**

After the school year has started, students should not expect to change one course for another in their schedule. Students requesting to UPGRADE a course must have a completed Course Change Request Form turned in to their counselor within the first SIX days of the semester. The change will be considered, provided there is seat availability for the requested course. Students requesting to withdraw from a course, due to extenuating circumstances, must have a completed Course Change Request Form turned in to their counselor within the first SIX days of the semester. If a student drops a course after the first SIX days of the semester, a "WF" will be assigned for the course, which will appear on the student's transcript and factor into the cumulative GPA.

## **EARLY AND MID-TERM GRADUATES**

The Avon School Board acknowledges that some students are pursuing educational goals which may require graduation from high school at an earlier date than their designated class. Application for early graduation shall be in accordance with state regulations. The principal may honor this request if all conditions for graduation are met, and the student fulfills the graduation requirements.

### **MID-TERM GRADUATES**

Students requesting to graduate at the end of the 7th semester must complete the following:

- complete a Mid-term Graduation Request Form by September 27, 2024
- complete all Graduation Pathway requirements by the end of the first semester of senior year

### **EARLY GRADUATES**

Students requesting to graduate at the end of the 6th semester must:

- complete an Early Graduation Request form by September 27, 2024
- submit a letter of request to the principal by September 27, 2024
- complete all Graduation Pathway requirements by the end of the first semester of junior year

A junior who is approved to graduate at the end of the sixth semester will be permitted to participate in the commencement ceremony with the senior class. Juniors who are approved to graduate after 6 semesters may apply for the Mitch Daniels Early Graduation Scholarship following graduation if they are planning to attend an Indiana college. For more information on this scholarship visit <https://www.in.gov/cbe/state-financial-aid/state-financial-aid-by-program/mitch-daniels-early-graduation-scholarship/>.

## **GRADE POINT AVERAGE (GPA)**

Grade Point Averages (GPAs) are calculated at the end of each semester and are based on the semester grade. A student's cumulative GPA is the average of all semester grades completed by the student throughout the high school years. To calculate the GPA, each semester grade is given a point. The total points are then added together and divided by the number of credits attempted (A grade of F or WF is considered a credit attempted). Each grade receives the following points:

|    |        |     |    |        |     |    |        |     |    |        |     |
|----|--------|-----|----|--------|-----|----|--------|-----|----|--------|-----|
| A+ | 100%   | 4.0 | B+ | 87-89% | 3.3 | C+ | 77-79% | 2.3 | D+ | 67-69% | 1.3 |
| A  | 93-99% | 4.0 | B  | 83-86% | 3.0 | C  | 73-76% | 2.0 | D  | 63-66% | 1.0 |
| A- | 90-92% | 3.7 | B- | 80-82% | 2.7 | C- | 70-72% | 1.7 | D- | 60-62% | 0.7 |
|    |        |     |    |        |     |    |        |     | F  | 0-59%  | 0.0 |

## **COURSES TAKEN IN THE MIDDLE SCHOOL FOR HIGH SCHOOL CREDIT**

In accordance with School Board Policy 5461, credit will be offered to middle school students who complete high school courses (Algebra I, Geometry, Biology I, Spanish I, and Japanese I) to assist them in maximizing their opportunities to meet graduation requirements.

### **REPLACING GRADES OF HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL**

Beginning with the class of 2025, students who receive a D+, D, D-, or F in either or both semesters of the course will be required to repeat both semesters of the course in 9<sup>th</sup> grade, and the middle school grades will not appear on the high school transcript. Students who receive a C+, C, or C- in either or both semesters, should strongly consider repeating the course in 9<sup>th</sup> grade as well, but may enroll in the next course in sequence. Regardless of the grade earned, students planning to retake the course must do so during the freshman year and must retake both semesters of the course.

### **MATH AND SCIENCE**

Upon successful completion at the middle school of a high school math and/or science course, students may enroll in the next course in sequence. If they choose to accept the high school credits and grades earned in middle school, these will appear on the high school transcript, **factor into the high school GPA**, and count toward the total math and/or science credits needed for graduation and the diploma type the student has chosen. If students choose not to accept the credits and grades for the course, they may still enroll in the next course in sequence but must plan to earn all the math and/or science credits required for graduation and their chosen diploma type, once enrolled in high school.

## WORLD LANGUAGE

Upon successful completion at the middle school of a high school course, students may choose one of the following options:

- Request to enroll in level two of the same language in ninth grade and apply the high school credits earned in middle school toward the world language requirements for the Core 40 with Academic Honors Diploma. **These will appear on the high school transcript and factor into the high school GPA.**
- Request to enroll in the first level of a different language and apply the high school credits earned in middle school toward elective credit requirements for a diploma. **These will appear on the high school transcript and factor into the high school GPA.**
- Opt-out of the high school credits earned in middle school and still enroll in the second level of the language but must plan to earn all world language credits required for a Core 40 with Academic Honors Diploma, once enrolled in high school.

## PE II

Upon successful completion of two quarters of designated PE II in middle school, students will be awarded one (1) high school credit in PE II. Students completing less than two quarters will be required to earn the PE II credit by taking the class at AHS, through Indiana Online summer school, or through a PE waiver.

## OPTING OUT OF THE HIGH SCHOOL CREDIT

After a student's freshman year at Avon High School, the student may opt out of the two semesters of credit for any or all of the courses which were completed at the middle school level with the following stipulations:

- Opting out of the high school credit earned in middle school will be permanent and the student may not opt back in to credits for a course taken in middle school
- Opting out of the high school credit earned in middle school credit will remove BOTH semesters of credits for the course from the transcript
- Credits earned in middle school will no longer be factored into total credits earned or into the high school grade point average (GPA) and will not appear on the transcript

Students in the class of 2025 and beyond must opt out of any middle school credits by the end of the junior year. **Parents will be required to sign an Informed Consent Form to opt out of the credits.** The form can be found on the high school website.

## PHYSICAL EDUCATION CREDITS – WAIVERS AND CREDIT LIMITS

Physical Education: Two physical education credits, PE I and PE II, are required for diploma completion and must be completed by the end of the sophomore year. PE I and PE II can be taken through the classroom at AHS, through Indiana Online Academy, and/or through a PE waiver. The waiver can be earned through active completion of an entire season of designated AHS sports and physical extracurricular activities found on the PE waiver form. If a student is going to earn a credit through a waiver, the completed PE waiver form must be turned in to the Guidance Office no later than two weeks following the end of the season. **Beginning with the class of 2023, the same sport or activity can only be used once to earn either a PE I or PE II credit. A student may earn an additional PE I or II credit by completing a different sport or activity** (i.e. PE I credit earned through football and PE II credit earned through baseball). Elective PE credits, such as Strength and Speed, Team Sports, Advanced Basketball, etc., are limited to a total of eight credits during the four years of high school. Elective PE credits do not substitute for PE I or PE II.

## CLASS RANK (VALEDICTORIAN & SALUTATORIAN)

The weighted cumulative GPA (see course weighting) is used to determine class rank at the completion of each semester. The senior Valedictorian (class rank of 1) and the senior Salutatorian (class rank of 2) is determined at the end of the seventh semester of the senior year.

## COURSE WEIGHTING

Avon High School has adopted a **cumulative GPA** weighting system. In this system of weighting courses, points are added to the cumulative GPA. The weighted cumulative GPA is then used to determine class rank. Because Honors and Advanced Placement courses do not have the same level of difficulty, it was determined there would be three levels of weighted courses. The chart below shows the three levels of weighted courses and the weighting factor that is used in the formula. Students must earn a C- or higher in the course in order for it to be weighted. As of winter 2023-2024, AHS is reviewing its course weighting system and may be recommending changes for the class of 2028 and beyond.

| LEVEL                 | I (0.1 Factor)  | II (0.2 Factor)  | III (0.3 Factor)  |
|-----------------------|---|--|---|
| <b>Math</b>           | ACE Geometry<br>Geometry Honors<br>Algebra II Honors<br>Pre-Calc/Trig (with or without VU Math 102/104)<br>Finite Mathematics (with or without VU Math 111) | Trigonometry ACE<br>College Algebra II ACE<br>Pre-Calc/Trig Honors (with or without VU Math 102/104) | AP Calculus A/B ACE<br>AP Calculus B/C ACE<br>AP Calculus A/B<br>AP Statistics  |
| <b>Science</b>        | Biology I Honors  | Chemistry I Honors<br>Physics I Honors<br>Anatomy/Physiology Honors                                  | AP Biology<br>AP Chemistry<br>AP Physics<br>AP Environmental Science  |
| <b>English</b>        | English 9 Honors  | English 10 Honors<br>English 101 VU<br>Literature 100 VU<br>Communications S-121 IU                  | AP Language & Comp.<br>AP Literature & Comp.  |
| <b>Social Studies</b> | Geography and History of the World Honors   | VU American Hist. 139/140  | AP US History<br>AP Government<br>AP Economics<br>AP Psychology<br>AP African American Studies<br>AP World History<br>AP European History |
| <b>World Language</b> | French Level 3<br>German Level 3  | French Level 4<br>German Level 4<br>Spanish Level 4<br>Japanese Level 4                              | AP French<br>AP German<br>AP Spanish<br>AP Japanese   |
| <b>Business</b>       |   |  | AP Computer Science Principles<br>AP Computer Science   |
| <b>Fine Arts</b>      |   |  | AP Music Theory<br>AP Art History<br>AP 2-D Art and Design  |

The add-on formula used to calculate the points added to the cumulative GPA takes into account the number of credits earned at each of the three levels and the number of semesters a student has completed in high school. The points added will change each semester as more weighted credits are earned and more semesters toward graduation are completed.

$$\frac{0.1 \times \text{number of Lev I credits earned} + 0.2 \times \text{number of Lev II credits earned} + 0.3 \times \text{number of Lev III credits earned}}{\text{Semesters completed}}$$

$$\frac{\text{SUM OF ALL 3 LEVELS}}{\text{SEMESTERS COMPLETED}} = \text{TOTAL POINTS ADDED TO THE CUMULATIVE GPA}$$

**Please Note:** Students, who transfer to Avon with honors courses on their transcript, will have their transcript reviewed by the Guidance Office. Upon verification that the course(s) target higher ability students and are considered more rigorous and would prepare a student for the next level, such as Advanced Placement, the course will receive weighted value, provided it is offered and

considered a weighted course at Avon High School. AP courses will be transferred and counted as weighted, provided the course is offered at Avon High School. **AP and/or honors courses taken outside the school year, for example summer courses and/or online courses, will not be weighted.**

## **ACADEMIC LETTERS**

The Academic Excellence Committee made a proposal to the school board in June 2004 to honor those students who demonstrate outstanding academic achievement with an academic letter; the same letter and chevrons that are given to students for other accomplishments, such as athletics and music. Athletic chevrons are gold on white; music chevrons are gold on black, and academic chevrons are black on gold. Students who receive their first academic chevron, but do not yet have their letter "A", may receive one in the Guidance Office. Academic letters and/or chevrons are awarded in the fall following each high school year, and again in the spring for grade 12. It is possible for a student to qualify for an academic letter four times during the high school career.

### **Cumulative GPA requirements for earning an Academic Letter:**

- 4.0 at the end of the freshman year-receive chevron in the fall semester
- 4.0 at the end of the sophomore year-receive chevron in the fall semester
- 4.0 at the end of the junior year-receive chevron in the fall semester
- 4.0 at the end of semester one of the senior year-receive chevron in the spring of senior year

## **INDIANA HIGH SCHOOL ATHLETIC ASSOCIATION ACADEMIC REGULATIONS**

The Indiana High School Athletic Association regulations determine the minimum standards that a student must meet in order to participate in athletic contests with students from other schools. These regulations require a student, at the time of participating in such a contest, to have received passing grades at the end of their last grading period in a minimum of five (5) full credit courses. Semester grades take precedence. **Athletes must be enrolled in a minimum of five (5) full credit courses.** All students representing Avon High School in extracurricular athletic activities are subject to these standards.

## **NAIA & NCAA DIVISION I/II ELIGIBILITY**

The eligibility of Avon student-athletes for competition in collegiate athletics is a joint effort of the student-athletes, their families, coaches, Athletic Department, and Guidance Department. In order to be eligible to play Division I or II college sports, students must meet certain academic standards in core course completion, GPA in core classes, and SAT/ACT scores. Students need to find the best academic and athletic fit. Prospective student-athletes should contact his/her coach first to assist in the process.

## **AVON SIMON YOUTH ACADEMY**

Avon Simon Youth Academy, located in Avon on US 36, provides a performance-based alternative educational setting to enable high school students to complete their education in a small setting. The program provides flexibility and support to meet individual student needs. Students who meet Avon High School's graduation requirements earn an Avon High School diploma and participate in Avon's commencement ceremony. ASYA students requesting to graduate at the end of the first quarter or first semester must complete the Early Graduation Request Form and return it to the counselor at ASYA by September 30 (see Early and Mid-Year Graduates).

## **ONLINE EDUCATION CENTER (OEC)**

The Online Education Center offers over 40 core and elective courses that can be earned during the regular school day or after school. Each class has been customized by AHS faculty to ensure its content is as close to the traditional classroom as possible. Placement in the OEC must have counselor and/or administrator approval and is generally used as a credit recovery resource.

## **REMOVAL FROM A COURSE**

In the event that a student is removed from a course due to attendance, discipline, or any other reason determined by an administrator, the student will lose credit for the course with a "W" indicated on the transcript that does not factor into the GPA.

## **STUDY HALLS**

Students may elect to take one (1) study hall as one of their fourteen classes during the year. Students may request the semester in which they would like the study hall; however, assignments to study hall will be based upon available space and must fit into the student's year-long schedule. Students in grades 10, 11, or 12 with a combination of three or more AP/dual credit courses (per semester) may petition to take a study hall both semesters. Students are expected to follow the rules and guidelines set forth by the study hall instructor. This scheduled time is to be used for homework, reading assignments, test preparation, etc. in order to help

the student be successful in his/her remaining classes. Students are not permitted to have a study hall and be a TA in the same semester.

## **TEACHER ASSISTANTS**

A student must complete a Teacher Assistant Contract to be a TA, with final approval given by administration. Students must not have any Ds or Fs in courses from the prior grading period in order to qualify. Students serving as a TA who have failing mid-term grades will be transferred to a study hall for the remainder of the semester. Students are not permitted to have a study hall and be a TA in the same semester.

## **ENROLLMENT AND TRANSFER CREDITS**

Students transferring to Avon High School must make an appointment with the Guidance Office. Students removed for disciplinary reasons from another school will be denied admission to Avon High School during the school term in which the disciplinary action occurred. The principal will make the final decision in these cases.

**School Board Policy 5463** states the following regarding the transferring of credits:

- In recognizing its responsibility to uphold the minimum educational standards of the State of Indiana, the School Board establishes the following policy and criteria regarding the acceptance of credits from nonpublic schools whether they be State-chartered, special, or non-chartered schools.
- Credits earned by students attending other high schools accredited by an official state department of education will be accepted by Avon High School.
- For credit or coursework to be accepted for courses taken in such schools, either a copy of the charter or other assurance of compliance with minimum requirements established by the State must be provided.
- Recognition of credits or coursework shall be granted when the proper assurance and the student's transcript has been received. The Corporation reserves the right to assess such transfer students in order to determine proper placement and to be assured the student can demonstrate the learning which is prerequisite to a placement.
- When a student transfers into the School Corporation from a non-accredited high school, his/her previous courses will be evaluated by a panel consisting of the guidance director, principal, and a department head. Examinations may be administered for the subject(s) in question if the panel deems it appropriate. The student will be responsible for supplying an outline or syllabus for the courses that s/he has completed. All Indiana and School Corporation graduation requirements must be met.
- Students enrolled in schools that are non-public, whether accredited or non-accredited and not otherwise approved by the Indiana State Board of Education may not enroll in a particular educational program or participate in a particular educational initiative offered by the Avon Community School Corporation unless the student's enrollment or participation in such program or initiative is approved by the Superintendent and the Board of School Trustees.

In addition to the above, homeschooled students will receive credit upon successfully passing the appropriate Avon High School final exam for that course, which will result in the exam grade being recorded on the transcript.



# AVON HIGH SCHOOL 2024-2025 SCHEDULING YEAR

## **BROADCASTING EDUCATION**

7139F 7139S Principles of Broadcasting  
7306FD 7306SD VU Audio & Video Production  
7307FD/7307SD VU Mass Media Production  
4576F 4576S Computer Illustrations

## **BUSINESS EDUCATION**

4562F 4562S Principles of Business Management  
4524F 4524S Accounting Fundamentals  
5914F 5914S Marketing Fundamentals  
5914FO 5914SO Marketing Fundmntls: Ozone  
7153F 7153S Princ of Business Ops/Tech: Ozone  
5918F 5918S Strategic Marketing  
7143F 7143S Business Law: Management Fundamentals  
7161F 7161S Principles of Teaching  
7157F 7157S Child & Adolescent Development  
7162F 7162S Teaching & Learning  
5394 Preparing for College and Careers  
4803 Introduction to Computer Science  
0255 0256 AP Computer Science Principles  
0235 0236 AP Computer Science  
0247 Digital Applications and Responsibility I  
0211 Personal Financial Responsibility  
5974F 5974S Work-Based Learning

## **ENGLISH**

1703 1704 English 9  
1705T 1706T English 9 Honors  
1715 1716 English 10  
1717 1718 English 10 Honors  
1727 1728 English 11  
1731 1732 English 12  
1731B 1732B English 12 (Blended Learning)  
1742 1743 AP English Lang & Composition  
1740 1741 AP English Lit & Composition  
1755 VU English 101  
1757 VU Literature 100  
1701T Language Arts Lab  
1789 Etymology  
1770 Creative Writing  
1720 Dramatic Literature  
1719 Film Literature  
1784 Speech  
1782 Debate  
1779 IU Comm – S121 Speech  
1785 Journalism  
1794 1795 Yearbook  
1797 1798 Newspaper

## **FAMILY & CONSUMER SCIENCES**

7176F 7176S Principles of Human Services  
7174F/7174S Understanding Diversity  
7177F/7177S Relationships & Emotions  
0501 Interpersonal Relationships  
0580 Adult Roles & Responsibilities  
0521 Nutrition & Wellness  
0522 Adv Nutrition & Foods I  
0523 Adv Nutrition & Foods II  
0550 Housing & Interior Design I  
0551 Housing & Interior Design II  
0541 Child Development  
0542 Advanced Child Development

## **FINE ARTS (Visual Art)**

0111 Intro to 2-D Art  
0135 Advanced 2-D Art  
0110 Intro to 3-D Art  
0177 Sculpture

0123 Drawing I  
0147 Drawing II  
0149 Drawing III  
0150 Drawing IV  
0120 Digital Design  
0146 Digital Drawing  
0145 Digital Drawing II  
0148 Visual Communication I (Graphic Design I)  
0137 0138 AP 2-D Art & Design: Digital Design  
0115 0116 AP 2-D Art & Design  
0124 Painting I  
0125 Painting II  
0113 0114 AP Art History  
0172 Ceramics I  
0174 Ceramics II  
0176 Ceramics III  
0164 Digital Photography I  
0165 Digital Photography II  
0121 0122 AP 2-D Art & Design: Digital Photo

## **FINE ARTS—PERFORMANCE (Band, Choir, Orchestra, Dance)**

0809 0810 Beg. Instr. Music: Black & Gold Band  
0801 0802 Int. Instr. Music: Symphonic Band  
0877 0878 Int. Instr. Music: Concert Band  
0805 0806 Adv. Instr. Music: Wind Symphony  
0895 0896 Adv Instr. Music: Brass  
0897 0898 Adv Instr. Music: Woodwinds  
0874 0875 Adv. Instr. Ensemble: Percussion  
0872 Int Ins Ensemble: Percussion  
0881 0882 Beg Instr. Music: Concert Orchestra  
0879 0880 Int. Instr. Music: Intermezzo Orchestra  
0883 0884 Int. Instr. Music: Philharmonic Orchestra  
0885 0886 Adv. Instr. Music: Symphony Orchestra  
0899 0900 Chamber Orchestra Ensemble  
0779 0800 Sinfonia Orchestra (Intermediate)  
0803 0804 Jazz Ensemble  
0821 0822 Beginning Male Choir - Oriole Choir  
0813 0814 Beginning Treble Choir – Black & Gold  
0823 0824 Intermediate Women's Choir – Symphonic Choir  
0817 0818 Advanced Treble Choir: Allegros  
0825 0826 Advanced Mixed Chorus - Chamber Singers  
0865 0866 Vocal Advanced Jazz – Accents  
0843 0844 Vocal Jazz – Attraction Show Choir  
0852 Dance Choreography I  
0853 Dance Choreography II  
0854 Dance Choreography III  
0859 0863 Advanced Dance Technique  
0856 0857 Dance Company I & II  
0811 0812 Dance Performance: Color Guard  
0860 Piano & Elec. Keyboard I  
0861 Piano & Elec. Keyboard II  
0862 Piano & Elec. Keyboard III  
0864 Piano & Elec. Keyboard IV  
0830 Music Theory & Comp. I  
0831 0832 AP Music Theory  
0820 Music History and Appreciation

## **FINE ARTS—PERFORMANCE (Theatre)**

1760 Technical Theatre  
1761 Theatre Arts  
1762 Advanced Theatre Arts  
1763 Theatre Production

1764 Advanced Acting  
1765 Theatre Arts History

## **MATH**

0711 0712 Algebra I Lab  
0733 0734 Algebra I  
0745 0746 Geometry  
0741 0742 Geometry Honors  
0735 0736 Algebra II  
0723 0724 Algebra II Honors  
0748 0749 CCR Bridge: Math Ready  
0798N Finite Mathematics  
0798 VU Math 111 Finite Mathematics  
0751N 0752N Precalculus/Trigonometry  
0751 0752 Precalculus/Trigonometry: VU Math 102/104  
0753 0754 Precalculus/Trigonometry Honors  
0781 0782 Precalculus/Trigonometry Honors: VU Math 102/104  
0757 0758 AP Calculus AB  
0730 Probability & Statistics  
0731 0737 AP Statistics  
0743T 0744T Geometry ACE  
0738 0739 College Algebra II ACE  
0740 Trigonometry ACE  
0767 0768 AP Calculus AB ACE  
0763 0764 AP Calculus BC ACE

## **MULTILINGUAL LEARNER**

1746N/1701E 1747N/1702E Newcomer Academy  
0703 0704 ENL Academic Coaching  
0701E 0702E ENL Math Lab  
1021S 1022S US History  
1041S US Government  
1703E 1704E ENL English 9  
1715E 1716E ENL English 10  
1727E 1728E ENL English 11  
1731E 1732E ENL English 12  
1746 1747 English New Language

## **PE/HEALTH**

1122 Physical Education I  
1123 Physical Education II  
1101 Health  
1137 1138 Physical Fitness  
1145 1146 Team Sports  
1197 1198 Strength and Speed  
1163 1164 Advanced Basketball  
1161 Swimming  
1107 Lifeguard Training  
1113 Lifeguard II

## **RESOURCE**

1300 Peer Tutoring  
0707 0708 Basic Skills Math  
0238 0239 Business Math  
0703 0704 Academic Coaching  
0733G 0734G Algebra I  
0921G 0922G Biology  
0933G 0934G Earth and Space Science  
1013G World History & Civilization  
1021G 1022G United States History  
1041G U.S Government  
0921A 0922A Applied Biology  
0933A 0934A Applied Earth & Space Science  
0733A 0734A Applied Algebra I  
0745A 0746A Applied Geometry  
1021A 1022A Applied U.S. History  
1013A Applied World History & Civilization

1041A Applied US Government  
 1703A 1704A Applied English 9  
 1715A 1716A Applied English 10  
 1727A 1728A Applied English 11  
 1731A 1732A Applied English 12  
 0211A Applied Personal and Financial Resp  
 0240A Applied Prep for College & Career  
 0580A Applied Adult Roles & Resp  
 0247A Applied Digital Apps and Resp  
 5974A Applied Work Based Learning  
     Capstone Multiple Pathways  
 1101A Applied Health and Wellness  
 0521A Applied Nutrition and Wellness  
 0110A Applied Intro 3-D Art  
 0111A Applied Intro 2-D Art  
 0501A Applied Interpersonal Relationships  
 3508A Applied Current Health Issues  
 1213A Applied Career Info and Exploration  
 0530A Applied Career Exploration Internship  
 1122A Applied Physical Education I  
 1123A Applied Physical Education II

## SCIENCE

5218F 5218S PLTW: Principles of Biomedical  
     Sciences  
 5216F 5216S PLTW: Human Body Systems  
 5217F 5217S PLTW: Medical Interventions  
 5219F 5219S PLTW: Biomedical Innovations  
 0921 0922 Biology I  
 0913T 0914T Biology I Honors  
 0915 0916 AP Biology  
 0950 Advanced Science: Biochemistry  
 0907 Advanced Science: Human Genetics  
 0927 0928 Anatomy & Physiology Honors  
 0925 Advanced Science: Zoology  
 0935 0936 Environmental Science  
 0975 0976 AP Environmental Science  
 0948 Advanced Science: Intro to Forensic  
     Science  
 0943 0944 Integrated Chemistry/Physics  
 0951 0952 Chemistry I  
 0945 0946 Chemistry I Honors  
 0947 Advanced Science: Organic Chemistry  
 0953 0954 AP Chemistry  
 0961 0962 Physics I  
 0957 0958 Physics I Honors  
 0963 0964 Physics II  
 0965 0966 AP Physics C: Mechanics  
 0977 0978 AP Physics C: Elec. & Magnetism

## SOCIAL STUDIES

1000 1001 Geography/History of the World  
 1002T 1003T Honors Geography/History  
     of the World  
 1015 1016 AP World History  
 1021 1022 US History  
 1091 1092 VU American Hist 139/140 I-II  
 1023 1024 AP US History  
 1031 Psychology  
 1033 1034 AP Psychology  
 1041 US Government  
 1041B US Government (Blended Learning)  
 1045 We the People  
 1043 1044 AP US Government  
 1004 Ethnic Studies  
 1051 Sociology  
 1061 Economics  
 1061B Economics (Blended Learning)  
 1067 1068 AP Economics  
 1018 1019 AP European History  
 1010 Current Problems, Issues, & Events  
 1027 Indiana Studies

## ENGINEERING & TECHNOLOGY EDUCATION

4802FD 4802SD IVY Design 102/111 PLTW  
     Intro to Engineering Design  
 5644FD 5644SD IVY Design 104 PLTW Princ of  
     Engineering  
 5538F 5538S VU Digital Logic 130 PLTW Digital  
     Electronics  
 7196F 7196S Mechanical & Architectural Design  
 7202F 7202S Manufacturing Principles & Design  
 7130F 7130S Principles of Construction Trades  
 7123F7123S Const Trades: General Carpentry  
 7122F 7122S Const Trades: Framing & Finishing  
 4728F 4728S Robotics Design & Innovation  
 1633 Computers in Design & Production

## WORLD LANGUAGES

0411 0412 French Lev I  
 0413 0414 French Lev II  
 0415 0416 French Lev III  
 0417 0418 French IV  
 0471 0472 AP French Language  
 0421 0422 German Lev I  
 0423 0424 German Lev II  
 0425 0426 German Lev III  
 0427 0428 German Lev IV  
 0473 0474 AP German Language  
 0461 0462 Japanese Lev I  
 0463 0464 Japanese Lev II  
 0465 0466 Japanese Lev III  
 0467 0468 Japanese Lev IV  
 0477 0478 AP Japanese Language  
 0431 0432 Spanish Lev I  
 0433 0434 Spanish Lev II  
 0435 0436 Spanish Lev III  
 0437 0438 Spanish Lev IV  
 0475 0476 AP Spanish Language

## CAREER/TECHNICAL EDUCATION

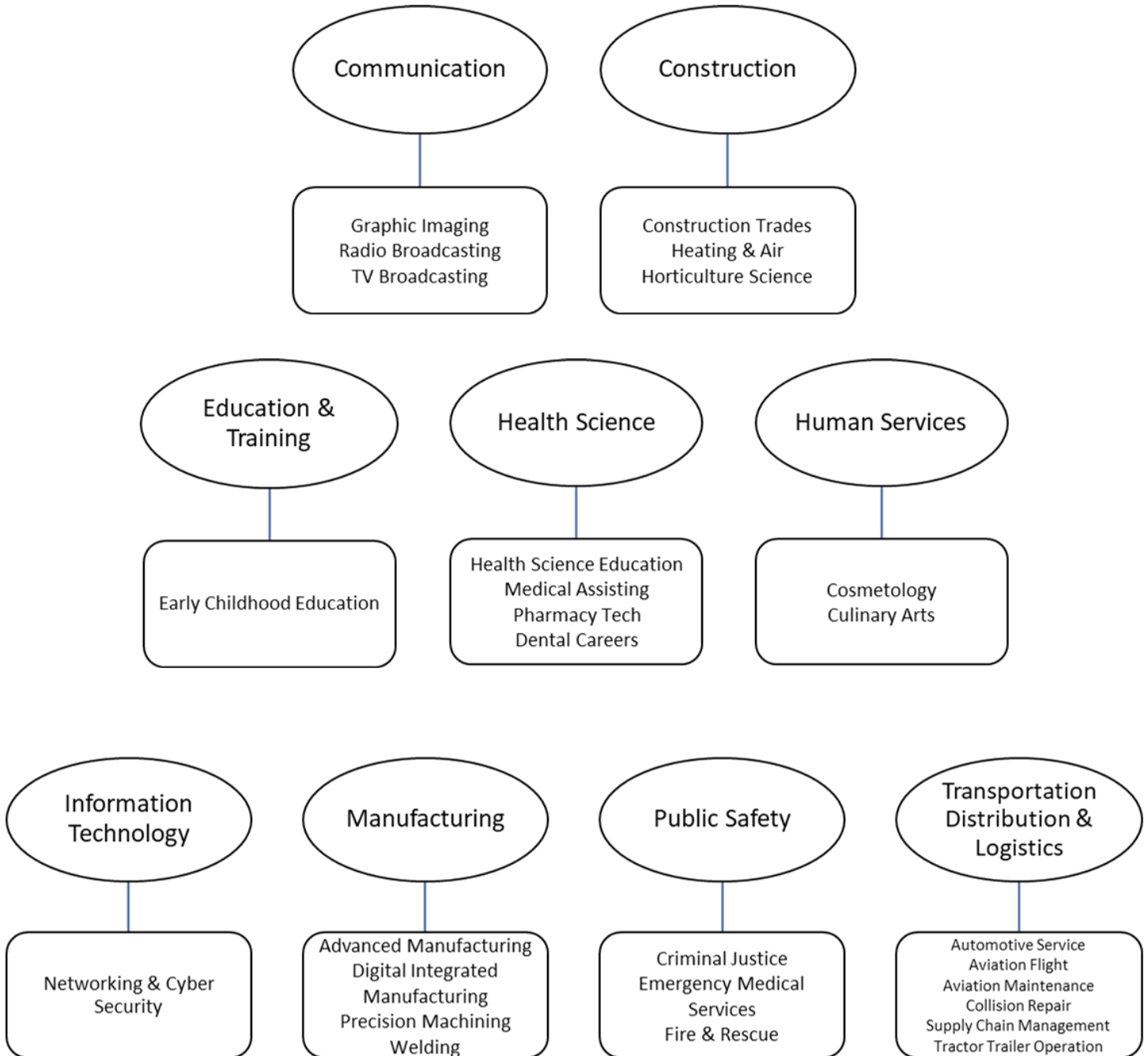
### (AREA 31)

422 423 Advanced Manufacturing: Industrial  
     Maintenance  
 305 306 Automotive Service Technology  
 379 380 Aviation Flight Technology  
 384 385 Aviation Maintenance  
 301 302 Collision Repair Technology  
 311 312 Construction Trades  
 341 342 Cosmetology  
 438 439 Criminal Justice  
 331 332 Culinary Arts  
 403 404 Dental Careers  
 452 453 Digital Integrated Manufacturing  
 391 392 Early Childhood Education  
 434 435 Emergency Medical Services  
 436 437 Fire and Rescue  
 401 402 Graphic Imaging Technology  
 371 372 Health Science Education  
 315 316 Heating & Air Conditioning  
 407 408 Horticultural Science  
 442 443 Medical Assisting  
 450 451 Networking & Cybersecurity  
 373 374 Pharmacy Technology  
 409 410 Precision Machining  
 415 416 Radio Broadcasting  
 388 389 Supply Chain Management/Logistics  
 420 421 Television Broadcasting  
 308 Tractor Trailer Operation  
 446 447 Welding Technology

## ADDITIONAL COURSES

1601 1602 Study Hall  
 1698 Mid-Year Graduate  
 1780 Library Media  
 1800 1801 JAG

## AREA 31 CAREER & TECHNICAL EDUCATION



## **AREA 31 CAREER PROGRAMS**

### **Career and Technical Education**

Career and Technical Education (CTE) Programs prepare students for careers and/or further study at a post-secondary institution. Most programs are offered at the Area 31 Career Center at Ben Davis High School. Opportunities exist for students of all abilities in a variety of programs. Area 31 does not discriminate on the basis of race, color, gender, national origin, religion, creed, disability, sexual orientation or gender identity. Local employers provide curriculum direction and employment, including work based learning experiences. Most career and technical education programs enable a student to receive college credit. Some programs offer state approved industry certifications that can be used to meet technical honors diploma requirements. Other departments including Business, Communications, Science, and Engineering and Technology Education have course offerings that will help students choose a career pathway.

**NOTE:** Before enrolling in any Career and Technical Education program, the student must complete an enrollment form and return it to a counselor.

#### **Course offerings include:**

- Advanced Manufacturing: Integrated Mechanics I & II \*\*
- Automotive Service Technology I & II\*\*
- Aviation Flight Technology\*\*
- Aviation Maintenance Technology I\*\*
- Collision Repair Technology I & II\*\*
- Construction Trades I & II\*\*
- Cosmetology I & II\*\*
- Criminal Justice I\*\*
- Culinary Arts I (Culinary Arts and Hospitality Management)\*\*
- Culinary Arts II (Advance Culinary Arts)\*\*
- Dental Careers
- Digital Integrated Manufacturing I & II\*\*
- Early Childhood Education I\*\*
- Early Childhood Education II (WBL)\*\*
- Emergency Medical Services \*\*
- Fire and Rescue I\*\*
- Graphic Imaging Technology I & II\*\*
- Heating and Air (HVAC I & II)\*\*
- Horticulture Science I & II\*\*
- Medical Assisting\*\*
- Networking & Cyber Security I & II\*\*
- Pharmacy Tech I\*\*
- Pharmacy Tech II (WBL)\*\*
- Pre-Nursing I\*\*
- Pre-Nursing II (CNA WBL)
- Precision Machining I & II\*\*
- Radio Broadcasting I & II\*\*
- Supply Chain Management\*\*
- Television Broadcasting I & II\*\*
- Tractor/Trailer Operation \*\*
- Welding Technology\*\*

\*\*College credit available; dual credits offered may change to align with NLPS (Next Level Programs of Study)

**Note:** *Indiana college credit is generally transferable from one Indiana educational institution to another; however, students and parents should research the transfer themselves just to be sure. One educational institution cannot make a transfer call for another. Students and parents should contact an advisor at the institution where they want to attend and ask if the credit being offered will count toward the degree of their choice.*

**ADVANCED MANUFACTURING: INTEGRATED MECHANICS I (NPLS: 7108, 7103, 7104)****COLLEGE CREDIT****ADVANCED MANUFACTURING: INTEGRATED MECHANICS II (NPLS: 7261)**

Length/Credits: 3 periods – 3 credits

Prerequisite: Algebra I and English 10

Offered: 4 semester program

Open to: Grade 11, 12

Dual Credit: Vincennes University – 18 credits

- Identify basic manufacturing processes and major types of production systems
- Describe the need for workplace safety and workplace safety training programs
- Discuss basic blueprint reading fundamentals, and quality systems
- Perform basic measurement using precision measuring tools
- Explain the basic concepts of electrical, hydraulic, and pneumatic power systems
- Demonstrate a general knowledge of non-traditional manufacturing processes and automation
- Describe the design, tooling and production aspects of manufacturing
- Describe the basic concepts of machine control, machine automation, and electrical control
- Discuss the concepts of Lean Manufacturing, and Total Productive Maintenance.

Vincennes University credit can be earned for the following courses:

Year 1:

|                  |                                       |                  |
|------------------|---------------------------------------|------------------|
| <i>DRAF 140</i>  | <i>Intro to CAD</i>                   | <i>3 credits</i> |
| <i>CIMT 100</i>  | <i>Electronics for Automation</i>     | <i>3 credits</i> |
| <i>CIMT 100L</i> | <i>Electronics for Automation Lab</i> | <i>3 credits</i> |
| <i>PMTD 110</i>  | <i>Manufacturing Processes</i>        | <i>2 credits</i> |
| <i>PMTD 110L</i> | <i>Manufacturing Processes Lab</i>    | <i>1 credit</i>  |

Year 2:

|                  |                              |                  |
|------------------|------------------------------|------------------|
| <i>CIMT 140</i>  | <i>Mechanical Drives</i>     | <i>2 credits</i> |
| <i>CIMT 140L</i> | <i>Mechanical Drives Lab</i> | <i>1 credit</i>  |
| <i>CIMT 175</i>  | <i>Mechatronics</i>          | <i>2 credits</i> |
| <i>CIMT 175L</i> | <i>Mechatronics Lab</i>      | <i>1 credit</i>  |

**AUTOMOTIVE SERVICE TECHNOLOGY I (NPLS: 7213, 7205, 7212)****COLLEGE CREDIT****AUTOMOTIVE SERVICE TECHNOLOGY II (NPLS: 7375)**

Length/Credits: 3 period block; 3 credits

Prerequisite: Algebra I and English 10

Offered: 4 semester program

Open to: Grades 11, 12

Dual Credit: Ivy Tech Community College – 21 credits



- Develop skills for entry level positions in eight specialty areas based on National Institute for Automotive Service Excellence: automatic transmission/transaxle, brakes, electrical systems, engine performance, engine repair, heating and air conditioning, manual drive train and axles, and suspension and steering
- Work with customers to service real vehicles
- Work-based learning experience possible for second year seniors with recommendation; transportation required to worksite
- Can earn ASE (Automotive Service Excellence) certifications and Maintenance Light Repair (MLR) certification from Ivy Tech

Ivy credit can be earned for the following courses:

Year 1

|                 |                                 |                      |
|-----------------|---------------------------------|----------------------|
| <i>AUTI 100</i> | <i>Basic Automotive Service</i> | <i>3 credits</i>     |
| <i>AUTI 111</i> | <i>Electrical Systems I</i>     | <i>3 credits</i>     |
| <i>AUTI 121</i> | <i>Brake Systems I</i>          | <i>3 credits</i>     |
| <i>AUTI 122</i> | <i>Steering and Suspension</i>  | <i>----3 credits</i> |
| <i>AUTI 145</i> | <i>Driveline Service</i>        | <i>3 credits</i>     |

Year 2

|                 |                            |                  |
|-----------------|----------------------------|------------------|
| <i>AUTI 131</i> | <i>Engine Performance</i>  | <i>3 credits</i> |
| <i>AUTI 141</i> | <i>Engine Fundamentals</i> | <i>3 credits</i> |

**AVIATION FLIGHT TECHNOLOGY (NPLS: 7214, 7217, 7207)**

Length/Credits: 3 periods; 3 credits

Prerequisite: Algebra 1 and English 10

Offered: 2 semester program

Open to: Grades 11, 12

Dual Credit: Vincennes University - 17 credits

Note: Students must provide their own transportation to ATC, 2175 S. Hoffman Road, Indianapolis; Accuplacer testing required for acceptance (Reading: 231+, Writing: 231+, Math: 245+)

- Introduce students to general aviation industry, including: aircraft manufacturing, airline operations, air freight, airport management, government services, aviation safety regulations, and certifications
- Learn skills needed to pass the Federal Aviation Agency written pilot examination
- Study aircraft hydraulic systems, aircraft electrical systems, landing gear, break systems, pressurization, constant speed propellers, prop synchrophasers, de-ice and anti-ice break systems, airframe construction techniques, and radar
- Develop skills for aircraft instrumentation, radios and systems
- Explore weather theory and data interpretation as it relates to aviation
- This course is provided at the Vincennes Airport Technology Center, Students must provide their own transportation

Vincennes credit may be earned for the following courses:

Sem. 1 (fall)AMNT 100    *Intro to Aviation*    2 creditsAFLT 210    *Aircraft Systems, Perf. & Aerodynamics*    3 creditsAFLT 291    *Aviation Law and Regulations*    3 creditsSem. 2 (spring)AFLT 100    *Primary Ground School*    4 creditsAFLT 225    *Human Factors and Safety*    2 creditsAFLT 285    *Aviation Weather*    3 credits**AVIATION MAINTENANCE I (NPLS: 5520)**

Length/Credits: 3 period block; 3 credits

Prerequisite: Algebra 1 and English 10

Offered: 2 semester program

Open to: Grade 11, 12

Dual Credit: Vincennes University -16 credits

Note: Students must provide their own transportation to ATC, 2175 S. Hoffman Road, Indianapolis; Accuplacer testing required for acceptance (Reading: 231+, Writing: 231+, Math: 245+)

- Study the mechanics of an airplane engine; how it works, and how to repair
- Study and experience aircraft servicing, operations, general electricity, publications, instrumentation, fire protection, cabin atmosphere, fuel systems and welding
- Learn from instruction by Vincennes University at the Aviation Technology Center at Indianapolis International Airport
- Requires excellent attendance (missed instructional time must be made up as required by F.A.A. regulations).

Vincennes credit can be earned for the following courses:

Sem. 1 (fall)AMNT 112    *Grounds Ops, Corrosion, W&B*    3 creditsAMNT 112L    *Grounds Ops, Corrosion, W&B Lab*    1 creditAMNT 116    *Materials, Processes, and Fluid Lines*    3 creditsAMNT 116L    *Materials, Processes, and Fluid Lines lab*    1 creditSem. 2 (spring)AMNT 110    *Regulations & AV Fundamentals*    3 creditsAMNT 110L    *Regulations & AV Fundamentals Lab*    1 creditAMNT 114    *Basic Electricity and Drawings*    3 creditsAMNT 114L    *Basic Electricity and Drawings Lab*    1 credit

**COLLISION REPAIR TECHNOLOGY I (NPLS: 7215, 7204, 7206)****COLLEGE CREDIT****COLLISION REPAIR TECHNOLOGY II (NPLS: 7380)**

Length/Credits: 3 period block; 3 credits

Prerequisite: Algebra 1 and English 10

Offered: 4 semester program

Open to: Grades 11, 12

Dual Credit: Vincennes University – 16 credits

Note: Juniors are scheduled into the morning class; seniors are scheduled into the afternoon class.



- Learn to work on the bodies of cars and move into a wide variety of job possibilities
- Learn basics of computerized frame measuring; computerized estimate writing; metal working skills; hammer and dolly; filler applications, blocking and sanding; shrinking and stretching methods; refinish techniques and use of spray painting equipment, computerized mixing and matching of paints (solvent and water based)
- Develop skills in MIG welding, plastic welding and plasma cutting
- Provide required work clothing and shoes
- Work-based learning experience possible for second year seniors with recommendation; transportation required to worksite; basic hand tools required for employment
- Can earn ASE (Automotive Service Excellence) certifications and SP2 Safety Certification

Vincennes University credits may be earned for the following courses:

**1<sup>st</sup> Year***BODY 100 Non-Structural Analysis Damage Repair 3 credits**BODY 100L Non-Structural Analysis Damage Repair –Lab 4 credits**AUTO 105 Transportation Fundamentals 2 credits***2<sup>nd</sup> Year***BODY 150 Painting and Refinishing 3 credits**BODY 150L Painting and Refinishing-Lab 4 credits***CONSTRUCTION TRADES I (NPLS: 7130, 7123, 7122)****COLLEGE CREDIT****CONSTRUCTION TRADES II (NPLS: 7242)**

Length/Credits: 3 period block; 3 credits

Prerequisite: Algebra 1 and English 10

Offered: 4 semester program

Open to: Grades 11, 12

Dual Credit: Ivy Tech (Indy) – 15 credits

- Experience construction from the foundation up
- Explore career possibilities in the construction industry: carpentry, masonry, electrical, plumbing, concrete, painting, roofing, and drywall
- Earn OSHA certification
- Build a new home/building or renovate an existing building; emphasis placed on construction and practice
- Work in the heat and cold and everything in between; will need coveralls and winter clothing; tools, approximate cost \$60

Ivy Tech - Indy credits for the following courses:

**Year 1***BCTI 100 Intro to Construction 3 credits**BCTI 101 Intro to Carpentry 1 3 credits**BCTI 102 Intro to Carpentry 2 3 credits***Year 2***BCTI 103 Carpentry Framing & Finish, 1 3 credits**BCTI 104 Carpentry Framing & Finish, 2 3 credits***COSMETOLOGY I (NPLS: 7330, 7331, 7332)****COSMETOLOGY II (NPLS: 7334)**

Length/Credits: 4 period block; 3 credits

Prerequisite: Algebra 1 and English 10

Offered: 4 semester program

Open to: Grades 11, 12

Note: Applicants must have a cumulative GPA of 2.0 (C average) and good attendance record

**COLLEGE CREDIT**

Dual Credit: Vincennes University – 28 credits

- Develop proficiency in all skills of beauty culture to qualify for the State Board of Beauty Culture examination
- Attend 4-hour class, am or pm at Ben Davis High School; or am at PJ's in Brownsburg for first year students
- Attend P. J.'s Beauty College in Plainfield or Brownsburg for second year students; must have own transportation and attend on Saturdays
- Demonstrate skills in shampoos and sets, iron outs, updos, permanents, relaxers, scalp treatments, facial treatments, haircuts, haircolor, manicures, pedicures, waxing, proper sanitation, and personal hygiene
- Complete required 1500 hours in two-year period;
- Provide services on manikins, other students, and clients hair, skin and nails
- Purchase beautician kit before the start of school; contains supplies and materials used every day; 1<sup>st</sup> year cost is approximately \$500; 2<sup>nd</sup> year cost determined by PJ's (approximately \$250)
- Indiana State Board of Cosmetology Certification

Vincennes University credit can be earned for the following courses with required grade. Identified \*courses must pass Accuplacer testing:

Year 1

|           |                |           |
|-----------|----------------|-----------|
| *COSM 100 | Cosmetology I  | 7 credits |
| COSM 150  | Cosmetology II | 7 credits |

Year 2

|          |                 |           |
|----------|-----------------|-----------|
| COSM 200 | Cosmetology III | 7 credits |
| COSM 250 | Cosmetology IV  | 7 credits |

**CRIMINAL JUSTICE I (NPLS: 7193, 7191, 7188)**

Length/Credits: 3 period block; 3 credits

Offered: 2 semester program

Dual Credit: Vincennes University- 12 credits

Prerequisite: Algebra 1 and English 10

Open to: Grades 11, 12

COLLEGE CREDIT

- Study fundamentals of criminal investigation, theory and history; and techniques appropriate to specific crime scenes
- Learn traffic administration and control: its impact as a control method, driver licensing local traffic control systems, accident causation and investigation, identification and analysis of traffic problems, traffic safety coordination, and the use of selective enforcement as a method of traffic control
- Study US criminal justice system
- Explore forensic science and its value in the courtroom: laboratory procedures and capabilities; crime scene searching and sketching; photography; firearms and tool mark identification; fingerprints; shoe and tire impressions; headlamp examination; arson; analysis and preservation of trace evidence
- Uniform required (approximately \$150)

NOTICE: Students in this program may be assigned to a Brownsburg or Wayne Township location based on considerations such as program enrollment numbers and the student's home high school. The Area 31 Enrollment Committee makes enrollment decisions and placement decisions are made by Area 31 Career Center administration.

Vincennes University credits may be earned for the following courses:

Fall Semester

|         |                                 |           |
|---------|---------------------------------|-----------|
| LAW 101 | Basic Police Operations         | 3 credits |
| LAW 150 | Criminal Minds & Deviant Behav. | 3 credits |

Spring Semester

|         |                            |           |
|---------|----------------------------|-----------|
| LAW 100 | Survey of Criminal Justice | 3 credits |
| LAW 145 | Ethics & Professionalism   | 3 credits |



## **CULINARY ARTS AND HOSPITALITY MANAGEMENT I – (NPLS: 7173, 7171, 7169)**

### **ADVANCED CULINARY ARTS II – (NPLS: 7233)**

Length/Credits: 3 period block; 3 credits

Offered: 4 semester program

Open to: Grades 11, 12

Prerequisite: Algebra 1 and English 10

Dual Credit: Vincennes University – 36 credits

COLLEGE CREDIT



Early College Program -

Students in this program work toward a Vincennes Associate Degree

- Prepare for entry-level positions in the culinary field, and who knows... maybe even open your own restaurant one day!
- Learn safety and sanitation, food costs, management skills, and continued exploration of basic cooking techniques, table service, food and culture, and careers
- Gain first hand kitchen and dining room experience by operating a student run restaurant open for the public
- Explore employment opportunities include prep cook, line cook, kitchen manager, sous chef, or chef host/hostess, server's assistant, server, assistant manager, or manager.
- Earn nationally recognized ServSafe Certification
- Required uniform: chef coat (3), hat (2), pants (2), and apron; approximate cost \$130

Vincennes University credit can be for the following courses:

#### **Year 1 - Fall**

*CULN 110 Quantity Food Production 5 credits*

*REST 100 Intro to Hospitality Mgmt. 3 credits*

*REST 120 Food Service Sanitation 3 credits*

#### **Year 1 – Spring**

*CULN 210 Pastry & Bake Shop Production 5 credits*

*REST 230 Menu Planning & Facility Design 3 credits*

#### **Year 2 – Fall**

*CULN 150 Adv Quantity and Food – Lab 5 credits*

*CULN 215 Supervision of Quantity Foods 3 credits*

*REST 155 Quantity Food Purchase 3 credits*

#### **Year 2 - Spring**

*REST 213 Beverage III – Non-Alcohol Bever. 1 credit*

*CULN 260 Haute Cuisine & Specialty 5 credits*

*Note: Some of the courses may require student payment of \$25 per credited hour in order to earn the credit.*

## **DENTAL CAREERS (NPLS: 7315, 7316, 7317)**

Length/Credits: 3 period block; 3 credits

Offered: 2 semester program

Prerequisite: Algebra 1 and English 10

Open to: Grade 12

- Participate in a program accredited by the Dental Assisting National Board
- Receive hands-on training to develop skills necessary to succeed on the job as a dental assistant
- Perform duties such as instrument sterilization, tray setups, four-handed dentistry, equipment maintenance, impressions, model trimming, charting, and dental reception duties
- Pursue National Entry Level Dental Assistant Certification (NELDA) and an Indiana Radiology License
- Required to provide a TB test and documentation, and a copy of Hepatitis vaccination series
- Required to wear ceil blue scrubs and white tennis shoes

## **DIGITAL INTEGRATED MANUFACTURING I (NPLS: 7220, 4728, 7100)**

### **DIGITAL INTEGRATED MANUFACTURING II (NPLS: 7222)**

Length/Credits: 3 period block; 3 credits

Offered: 4 semester program

COLLEGE CREDIT

Prerequisite: Algebra 1 and English 10

Open to: Grades 11, 12



- Earn OSHA 10 Hour Safety Training
- Study Blueprint development & reading
- Study various types of material handling
- Learn maintenance awareness skills
- Learn various types of machine operations and hand tools
- Learn principles of manufacturing processes and LEAN Manufacturing
- Learn precision measurement and measurement conversions
- Study various Quality concepts and techniques
- Learn Industrial Internet of Things (IoT)
- Learn Programming of Programmable Logic Controllers (PLC)
- Learn the operation of High and low voltage electrical circuits & sensors
- Learn Relay control circuits
- Study various types of Ethernet and Network communications
- Learn Robotic theory & programming
- Learn CNC machining & programming
- Study the operations of Hydraulics & fluid power, Pneumatics, and compressed air systems
- Learn Mechanical power transmission, including gears, belts, and chain drives
- Students can earn Ivy Tech credits and certifications such as OSHA 10, and Alliance certifications.

|                 |  |                  |
|-----------------|--|------------------|
| <i>SMDI 110</i> | <i>Introduction of IIOT</i>                  | <i>3 Credits</i> |
| <i>SMDI 111</i> | <i>Technology in Smart Man &amp; Digital</i> | <i>3 Credits</i> |

*SMDI 130 Electrical Systems in Manufacturing – Capstone 3 credits*  
*INDT 205 Programmable Automation Controls – Capstone 3 credits*

- Learn stages of a child's physical, emotional, social, and cognitive development, and skills in instruction and observation
- Develop skills and techniques for providing appropriate environments and care for young children
- Participate at Giant Preschool Learning Center (ages 3, 4, and 5) and Chapelwood Elementary school and possible Early Learning Academy: observing, teaching, and working one-on-one with students
- Students must complete: physical, TB test and documentation, and an Indiana State Police Criminal Background Check
- Complete training in: First Aid, CPR, and Universal Precautions

|           |                             |           |
|-----------|-----------------------------|-----------|
| *ECED 100 | Intro to Early Childhood Ed | 3 credits |
| *ECED 101 | Health, Safety & Nutrition  | 3 credits |
| *ECED 103 | Curriculum in the Classroom | 3 credits |

**Dual Credit: Ivy Tech Community College – 3 credits**

- Work and receive high school credit while gaining work experience for CDA (Child Development Associate) credentialing
- Students work in a licensed day care center in the community
- Teacher recommendation is required for second year enrollment and participation in the program
- Personal transportation required to jobsite
- Competitive placement – must interview for a position
- Grades, classroom performance, and attendance are reviewed before acceptance in the second year work-based learning program
- Students will complete CDA portfolio/test/verification visit

Ivy Tech Community College credits can be earned for the following course with “C” or higher in ECED 100, 101, and 103  
*ECED 105                      CDA Process                      3 credits*

**EMERGENCY MEDICAL SERVICES (NPLS: 7168, 5274, 7165)**

Length/Credits: 3 period block; 3 credits  
 Offered: 2 semester program

Prerequisite: Algebra 1 and English 10  
 Open to: Grade 12

COLLEGE CREDIT



Dual Credit: Ivy Tech Community College – 7 ½ credits

Note: Students must be 18 years of age prior to completion of clinical experiences for certification as an EMT.

- Learn about life and death situations, spontaneous decision making, and careers in advanced medical positions
- Prepare for further study for an associate degree in Emergency Medical Services
- Learn to recognize a patient’s condition; the seriousness, and how to use appropriate emergency care techniques and equipment to stabilize the patient
- Earn certifications which include American Heart Association (AHA) Healthcare Provider CPR or American Red Cross (ARC) Professional Rescuer CPR, IAED Emergency Dispatch/Telecommunication Certificate
- Document clinical experiences, some to be completed on student’s own time (evenings and weekends)
- Provide a limited criminal history check and immunization records
- National Registry Emergency Medical Technician (NREMT) Certification upon completion of standards and test
- Required uniform will cost approximately \$75

Ivy Tech credits may be earned for the following course:

*PARM 102    EMT Basic Training                      7 ½ credits*



**FIRE AND RESCUE I (NPLS: 7195, 7189, 7186)**

Length/Credits: 3 period block; 3 credits  
 Offered: 2 semester program  
 Dual Credit: Ivy Tech – 12 credits

Prerequisite: Algebra 1 and English 10  
 Open to: Grades 11, 12

COLLEGE CREDIT

Note: Classes at the ESEC (Emergency Service Education Center) at 700 North High School Road; Students must provide their own transportation to ESEC

- Experience an adrenaline rush, burning buildings, blazing fires
- Prepare for entry-level positions or further study in fire service
- Study fire protection systems, fire prevention and safety education, building construction and floor plans, fire, safety and construction codes
- Prepare for Firefighter I & II certifications exams
- Learn the importance of on-scene and on-the-job firefighter health, safety and fitness
- Uniform required: shirts, safety glasses, gloves; approximately \$130
- ISHAA physical is required

Ivy Tech credits may be earned for the following courses:

|  |                  |
|--|------------------|
| <i>HSPS 106    Fire Suppression</i>                | <i>3 credits</i> |
| <i>HSPS 122    Hazmat Awareness and Operations</i> | <i>3 credits</i> |
| <i>HSPS 165    Firefighter I</i>                   | <i>3 credits</i> |
| <i>HSPS 167    Firefighter II</i>                  | <i>3 credits</i> |

**GRAPHIC IMAGING TECHNOLOGY I (NPLS: 7140, 7141, 5550)****COLLEGE CREDIT****GRAPHIC IMAGING TECHNOLOGY II (NPLS: 7246)**

Length/Credits: 3 period block; 3 credits

Prerequisite: Algebra 1 and English 10

Offered: 4 semester program

Open to: Grades 11, 12

Dual Credit: Vincennes University – 12 credits

- Create your own logo, then sport it, spread it, promote it! What's your brand?
- Provide hands-on training utilizing current graphic arts fundamentals
- Create computer-generated imagery and image assembly, graphic reproduction methods, and current technology available in finishing and bindery
- Experience real time production work in a graphics laboratory
- Train on state-of-the-art equipment in the most technically current printing facility available in a high school setting
- Work-based learning experience possible for second year seniors with acceptable grades, good attendance, and a recommendation; transportation required to work site
- Learn and use Adobe Photoshop, Illustrator & In-Design

Vincennes University credit may be earned for the following courses:

*DESN 120 Computer Illustration 3 credits**DESN 140 Computer Imaging 3 credits**ARTT 111 Visual Design 3 credits**DESN 155 Computer Page Layout 3 credits***HEATING AND AIR - HVAC I (NPLS: 7131, 7125, 7126)****COLLEGE CREDIT****HEATING AND AIR - HVAC II (NPLS: 7244)**

Length/Credits: 3 period block; 3 credits

Prerequisite: Algebra 1 and English 10

Offered: 4 semester program

Open to: Grades 11, 12

Dual Credit: Ivy Tech Community College – 9 credits



- Prepare and explore careers in the field of Heating and Air
- Study tools, safety, electrical circuits, proper handling of equipment, temperature control, installation of equipment, sheet metal layout and design, pipefitting, and work attitudes
- Work based learning experience possible for second year seniors with recommendation and transportation to job site
- Opportunity to earn OSHA certification and EPA certifications

Ivy Tech Community College credits may be earned for the following course:

*HVAC 101 Heating Fundamentals 3 credits**HVAC 103 Refrigeration I 3 credits**HVAC 100 Intro to HVAC Tech 3 credits***HORTICULTURE SCIENCE I (NPLS: 7117, 5132, 7114)****COLLEGE CREDIT****HORTICULTURE SCIENCE II (NPLS: 7232)**

Length/Credits: 3 period block; 3 credits

Prerequisite: Algebra 1 and English 10

Offered: 4 semester program

Open to: Grades 11, 12

Dual Credit: Ivy Tech Community College – 21 credits

- Study basic horticulture & landscape skills and career opportunities
- Understand common horticultural and agricultural diseases and pests, and the management of each
- Identify common horticultural plants and understand best uses
- Perform plant and vegetable production in greenhouse setting
- Understand the size and productivity of farms and ranches in the US and around the world
- Understand US production systems for major grain crops, including Crop Rotation Systems, Tillage Systems, Variety Selection, and Harvest and grain storage technology
- Have students recognize the role of producers, input suppliers, food marketing organizations, and consumers in the U.S. Agricultural economy

- Help students understand and develop the qualities and characteristics employers in agribusiness expect in prospective employees

Ivy Tech credits may be earned for the following courses:

Year 1

|          |                                  |           |
|----------|----------------------------------|-----------|
| AGRI 116 | Survey of Horticulture           | 3 credits |
| AGR 117  | Soil Science                     | 3 credits |
| AGRI 100 | Introduction to Agriculture      | 3 credits |
| AGRI 175 | Introduction to Greenhouse Mgmt. | 3 credits |
| AGRI 129 | Alternative Growing Methods      | 3 credits |

Year 2

|          |                               |           |
|----------|-------------------------------|-----------|
| AGRI 130 | Intro to Vegetable Production | 3 credits |
| AGRI 176 | Urban Food Production         | 3 credits |

**MEDICAL ASSISTING (NPLS: 7168, 5274, 7164)**

Length/Credits: 3 period block; 3 credits

Offered: 2 semester program

Dual Credit: Ivy Tech Community College 15.5 credits

**COLLEGE CREDIT**

Prerequisite: Algebra 1 and English 10

Open to: Grade 12



- Learn duties and responsibilities of administrative and clinical medical assistants
- Learn to assist in minor surgical procedures, record vital signs, perform venipuncture, administer EKGs and injections, CPR Training
- Understand anatomy and physiology: all body systems and organization
- Study exam room procedures, aseptic practices, medical spelling and terminology, and law and ethics
- Learn to implement basic accounting procedures, file insurance claims, bill and schedule patients, prepare medical charts, reports, keyboarding and dictation and correspondence
- After graduation students who complete the program with a 70% or above will be eligible to take the CCMA certification
- Requirements: approved uniform, shoes, TB and Hepatitis B health certificates

NOTICE: Students in this program may be assigned to a Brownsburg or Wayne Township location based on considerations such as program enrollment numbers and the student's home high school. The Area 31 Enrollment Committee makes enrollment decisions and placement decisions are made by Area 31 Career Center administration.

Ivy Tech credits may be earned for the following courses:

Fall

|          |                                      |           |
|----------|--------------------------------------|-----------|
| HLHS 100 | Intro to Health Careers              | 3 credits |
| HLHS 101 | Medical Terminology                  | 3 credits |
| HLHS 102 | Essentials of Anatomy and Physiology | 3 credits |

Spring

|          |                        |           |
|----------|------------------------|-----------|
| MEAS 225 | CCMA Development Prep  | 6 credits |
| HLHS 104 | CPR/Basic Life Support | .5 credit |

**NETWORKING & CYBERSECURITY I (NPLS: 7183, 7180, 7182)**

**NETWORKING & CYBERSECURITY II (NPLS: 7251)**

Length/Credits: 3 period block; 3 credits

Offered: 4 semester program

Open to: Grades 11, 12

Prerequisite: Algebra 1 and English 10

Dual Credit: Vincennes University – 33 credits

**COLLEGE CREDIT**



Early College Program -  
Students in this program work toward a Vincennes  
Associate Degree

- Learn the basics of cybersecurity through labs and activities
- Perform some of the routine tasks of a cybercrime and computer forensics investigator

- Learn how to ethically hack computer systems
- Perform activities and labs that enable you to become a Windows 10 technician
- Learn how to build a virtual environment and keep them safe
- Engage in activities that can help you become a pro in data security
- Through labs and hands on learning how to build your own CISCO Network
- Opportunity to earn CISCO certification, COMP TIA certification, and A+ certification

NOTICE: Students in this program's first year may be assigned to a Brownsburg or Wayne Township location based on considerations such as program enrollment numbers and the student's home high school. The Area 31 Enrollment Committee makes enrollment decisions and placement decisions are made by Area 31 Career Center administration.

Vincennes University credits may be earned for the following courses and may include at \$25 per credit hour:

#### Fall Year 1

CNET 146 *Intro to Network Operations and Security* 3 credits  
 CNET 151 *Information and Data Security I* 3 credits  
 COMP 146 *Computer Configuration and Mgmt I* 3 credits

#### Spring Year 1

CNET 246 *Fundamentals in Networking Ops* 3 credits  
 CNET 251 *Information and Data Security II* 3 credits  
 COMP 177 *Intro Programming Logic* 3 credits

#### Fall Year 2

CNET 155 *Basic Cyber Crime and Computer Forensics* 3 credits  
 CNET 236 *Operating Systems I* 3 credits  
 COMP 232 *Business Driven Communications and Net* 3 credits

#### Spring Year 2

CNET 227 *Cybersecurity Operations* 3 credits  
 CNET 237 *Operation Systems II* 3 credits  
 CNET 255 *Adv Research in Cyber Crime and Forensics* 3 credits

#### **PHARMACY TECH I (NLPS: 7168, 5274, 7167)**

Length/Credits: 3 period block; 3 credits

Offered: 2 semester program

Open to: Grade 11, 12

Prerequisite: Algebra 1 and English 10; GPA 2.3

Dual Credit: Vincennes University – 22 credits

*Note: Students must provide a background check in order to apply for Indiana Technician in Training License; Accuplacer testing required for acceptance (Reading: 250+, Writing: 250+, Quantitative Reasoning: 245+)*

- Learn how to assist licensed pharmacists and provide medication and other healthcare products to patients
- Perform routine duties such as counting tablets, labeling bottles, updating patient information and processing insurance claims
- Learn about patient confidentiality and ethics governing pharmacy practice; policies and procedures related to a pharmacy tech position; purchasing, inventory control, and record keeping involved in drug orders
- Conduct labs including storage, packaging, and labeling requirements of drugs, prescriptions, and drug orders
- Apply arithmetic calculations required for dosage determinations
- Job shadow and include other work-based learning activities
- All students will need to obtain a drug screening and background check

Students may earn Vincennes University credits at \$25 per credit hour for the following courses with required grade. (Identified

\*courses must pass Accuplacer testing: Reading: 250+, Writing: 250+, Quantitative Reasoning: 245+)

#### COLLEGE CREDIT



Early College Program -

Students in this program work toward a Vincennes Associate Degree

### Fall Semester

|                  |                              |                  |
|------------------|------------------------------|------------------|
| <i>*HIMT 110</i> | <i>Medical Term</i>          | <i>3 credits</i> |
| <i>PHRM 105</i>  | <i>Pharmacology I</i>        | <i>3 credits</i> |
| <i>PHRM 220</i>  | <i>Pharmacy Calculations</i> | <i>3 credits</i> |

### Spring Semester

|                 |                                     |                  |
|-----------------|-------------------------------------|------------------|
| <i>PHRM 110</i> | <i>Dispensing Lab I</i>             | <i>2 credits</i> |
| <i>PHRM 115</i> | <i>Pharmacy Law for Technicians</i> | <i>3 credits</i> |
| <i>PHRM 200</i> | <i>Pharmacy Mgmt</i>                | <i>3 credits</i> |

### **PHARMACY TECH II (WBL) (NLPS: 7310)**

Length/Credits: 3 period block; 3 credits

Offered: 2 semester program

Open to: Grade 12

Prerequisite: Pharmacy Tech I

Dual Credit: Vincennes University – 5 credits

### COLLEGE CREDIT



Early College Program -

Students in this program work toward a Vincennes Associate Degree

- On the job training; work in a Pharmacy environment
- Students must furnish their own transportation to job sites
- 1<sup>st</sup> semester students are scheduled in AM; 2<sup>nd</sup> semester students are scheduled in PM

Students may earn Vincennes University credits at \$25 per credit hour for the following courses with required grade.

|                 |                          |                  |
|-----------------|--------------------------|------------------|
| <i>PHRM 206</i> | <i>Pharmacology II</i>   | <i>3 credits</i> |
| <i>PHRM 211</i> | <i>Dispensing Lab II</i> | <i>2 credits</i> |
| <i>PHRM 225</i> | <i>Practicum</i>         | <i>5 credits</i> |

### **PRE-NURSING I (NPLS: 7168, 5274, 7166)**

Length/Credits: 3 period block; 3 credit

Offered: 2 semester program

Dual Credit: Ivy Tech Community College – 14 credits

Prerequisite: Algebra 1 and English 10

Open to: Grades 11, 12

### COLLEGE CREDIT



- Experience the high demand of the health care field
- Build foundational skills in preparation to enter the medical field: medical, dental, laboratory, or nursing
- Focus on medical terminology, anatomy/ physiology, professional development (career investigation, job search, medical hands-on tasks, leadership, etc.), and Certified Nurse Aide (CNA) training
- Complete a clinical experience at an approved health care facility under the supervision of a licensed nurse
- Required physical (\$25), TB tests and documentation (\$25), and criminal background check (\$21.00)
- Other costs possible: transportation and the state certification exam (approximately \$75.00)
- Required uniform cost is approximately \$60-\$80
- Grades, classroom performance, and attendance are reviewed before acceptance in a second year program
- CPR certification approximately \$30

NOTICE: Students in this program may be assigned to a Brownsburg or Wayne Township location based on considerations such as program enrollment numbers and the student's home high school. The Area 31 Enrollment Committee makes enrollment decisions and placement decisions are made by Area 31 Career Center administration.

Ivy Tech Community College credits may be earned in the following courses if the student completes the course with a grade of A or B. Identified \* courses must pass Accuplacer testing:

|                  |   |                  |
|------------------|---|------------------|
| <i>HLHS 100</i>  | <i>Intro to Health Careers</i>              | <i>3 credits</i> |
| <i>*HLHS 101</i> | <i>Medical Terminology</i>                  | <i>3 credits</i> |
| <i>HLHS 107</i>  | <i>CNA Preparation</i>                      | <i>5 credits</i> |
| <i>HLHS 102</i>  | <i>Essentials of Anatomy and Physiology</i> | <i>3 credits</i> |



**PRE-NURSING II (CNA WBL) (NLPS: 7255)**

Length/Credits: 3 period block; 3 credit

Offered: 2 semester program

Open to: Grades 12

Prerequisite: Teacher recommendation and State CNA Certification  
CPR Certification

- On the job training; work in a health-related environment
- Completion of the CNA certification will increase employment possibilities
- Students must furnish their own transportation to job sites

**PRECISION MACHINING I (NLPS: 7109, 7105, 7107)****PRECISION MACHINING II (NLPS: 7219)**

Length/Credits: 3 period block; 3 credits

Offered: 4 semester program

Open to: Grades 11, 12

Prerequisite: Algebra 1 and English 10

Dual Credit: Vincennes University – 21 credits

**COLLEGE CREDIT**

Early College Program -  
Students in this program work toward a Vincennes  
Associate Degree

- Develop skills to become employed immediately out of school
- Prepare for employment within the machine tool technology industry
- Study measurement, layout and inspection; machine tool processes and operations; metallurgy, welding, shop math, and reading blueprints
- Learn operation of band saw, drill press, lathe, milling machine and surface grinder
- College Credits transferable into Vincennes University's Machine Trades Technology programs
- Opportunity to obtain APICS Certificate: Logistics; APICS Certificate: Operations; MSSC Certificate: Certified Logistics Associate

Vincennes University credits may be earned for the following courses:

**1<sup>st</sup> Year**

|           |                                   |           |
|-----------|-----------------------------------|-----------|
| PMTD 110  | Manufacturing Processes           | 2 credits |
| PMTD 110L | Manufacturing Processes Lab       | 1 credit  |
| PMTD 120  | General Machines                  | 6 credits |
| PMTD 105  | Metallurgy & Industrial Blueprint | 2 credits |

**2nd Year**

|          |                                 |           |
|----------|---------------------------------|-----------|
| PMTD 116 | Introduction to CNC Programming | 2 credits |
| PMTD 111 | Advanced Machine Tools I        | 3 credits |
| PMTD 115 | CNC Set Up and Operation        | 2 credits |
| PMTD 112 | Advanced Machine Tools II       | 3 credits |

**RADIO BROADCASTING I (NLPS: 7139, 7306, 7307)****RADIO BROADCASTING II (NLPS: 7308)**

Length/Credits: 1, 2 or 3 periods; up to 3 credits

Offered: 4 semester program

Dual Credit: Vincennes University – 6 credits

**COLLEGE CREDIT**

Prerequisite: Algebra 1 and English 10

Open to: Grades 11, 12

- You could be on the air, 90.9, "First on your dial for variety,"
- Learn firsthand on WBDG, a student run 400 Watt FCC-licensed FM radio station
- Learn basic operation of a radio station, radio programming, voice and diction, organization, time management, and teamwork
- Specialty areas include: sports announcing, disc jockeying, voice-over work, news casting, news reporting, broadcast writing, non-commercial fundraising, and audio production
- Complete real-world projects and learn by doing, by correcting mistakes, and by improving on a daily basis
- May require before, during, and after school assignments as a part of the course curriculum



Vincennes University credit may be earned for the following courses:

Year 1

BCST 102    *Intro Audio/Visual Production*    3 credits

Year 2

BCST 120    *Audio Production I*    3 credits

**SUPPLY CHAIN MANAGEMENT (NPLS: 4562, 7155, 7142)**

Length/Credits: 3 periods – 3 credits

Offered: 2 semesters

Dual Credit: Ivy Tech – 15 Credits

Certifications: MSSC Certified Logistics Technician & MSSC Certified Logistics Associate

NOTE: Location of class at the “MADE” Plainfield facility, students will meet on specific days TBD, other days will be on-line.

Prerequisite: Algebra 1 and English 10

Open to: Grade 12

COLLEGE CREDIT



- Explore basic concepts of supply chain management, customer service, transportation, purchasing, inventory, and warehouse management.
- Study the concepts of Lean disciplines relating to the ability of an enterprise to develop a work environment that promotes continuous improvement, eliminates waste, reduces operating cost, improves quality, and achieves measurable improvement in customer satisfaction.
- Learn strategic concepts such as planning and design, customer service, transportation, purchasing, forecasting, inventory and warehouse management.
- Focus on the logistics sector of business by examining the structure and importance of the commercial transportation industry.

Ivy Tech Community College credits may be earned for the following course with required grade

Fall

LOGM 127    *Intro to Logistics*    3 credits

LOGM 229    *Transportation Systems*    3 credits

Spring

LOGM 201    *Logistics Quality & Lean Mfg*    3 credits

LOGM 227    *Supply Chain Mgmt*    3 credits

LOGM 280    *Logistic Coop-Intern/Externship*    3 credits

**TELEVISION BROADCASTING I (NPLS: 7139, 7306, 7307)**

**TELEVISION BROADCASTING II (NPLS: 7308)**

Length/Credits: 2 or 3 periods; up to 3 credits

Offered: 4 semester program

Dual Credit: Vincennes University – 6 credits

Prerequisite: Algebra 1 and English 10

Open to: Grades 11, 12

COLLEGE CREDIT

- Be a star on WBDTV or work behind the scenes; lights, cameras, action!
- Learn television camera operations, audio, lighting, writing, and editing
- “Hands-on” approach to learning about studio production: anchoring, directing, producing, studio cameras, audio, and studio lighting
- Produce programming that will be aired on closed-circuit television at Ben Davis High School

Vincennes University credits may be earned for the following courses *with required grade and Accuplacer scores*:

Year 1

BCST 102    *Intro to Audio/Visual Production*    3 credits

Year 2

BCST 140    *Video Production I*    3 credits

**TRACTOR/TRAILER OPERATION (NPLS: 5622)**

Length/Credits: 3 period block, 3 credits

Offered: 2 semester program

Prerequisite: Algebra 1 and English 10

Open to: Grades 12

COLLEGE CREDIT

Dual Credit: Vincennes University – 18 credits; TTD 9130 Certificate of Program Completion (C.P.C.)

NOTE: Students must provide their own transportation to MADE Plainfield facility

Requirements:

- must be 18 years old by March 1
- Must have held a valid Indiana Operator's License for at least 1 year

Course Description:

- Provided by Vincennes University at MADE Plainfield facility,
- Participate in classroom instruction and hands-on, behind-the wheel, road driving experience and backing skills and vehicle inspection
- Must pass a DOT physical exam and drug screen; to be administered prior to hands-on training

Approximate expenses for student include:

- \$17 CDL Learners Permit (CLP): payable to the IN BMV
- \$36 Commercial Driver's License, payable to the IN BMV
- \$4 Motor Vehicle Record
- \$175 for additional test attempts, if needed

Upon passing the IN State BMV exam, students will be qualified to operate Class A commercial vehicles on Indiana roads.

Vincennes University credits may be earned in the following courses upon successful completion of the program with a grade of 80% or higher:

|          |                                    |                  |
|----------|------------------------------------|------------------|
| TTDT 100 | <i>Basic Commercial Operations</i> | <i>3 credits</i> |
| TTDT 125 | <i>Preventative Maintenance</i>    | <i>5 credits</i> |
| TTDT 150 | <i>Basic Control Skills</i>        | <i>5 credits</i> |
| TTDT 175 | <i>Road Driving</i>                | <i>5 credits</i> |

**WELDING TECHNOLOGY I (NLPS: 7110, 7111, 7101)**

**WELDING TECHNOLOGY II (WBL) (NLPS: 7226)**

Length/Credits: 3 periods – 3 credits

Offered: 2 semester program

Dual Credit: Vincennes University – 9 credits

**COLLEGE CREDIT**

Prerequisite: Algebra 1 and English 10

Open to: Grades 11, 12

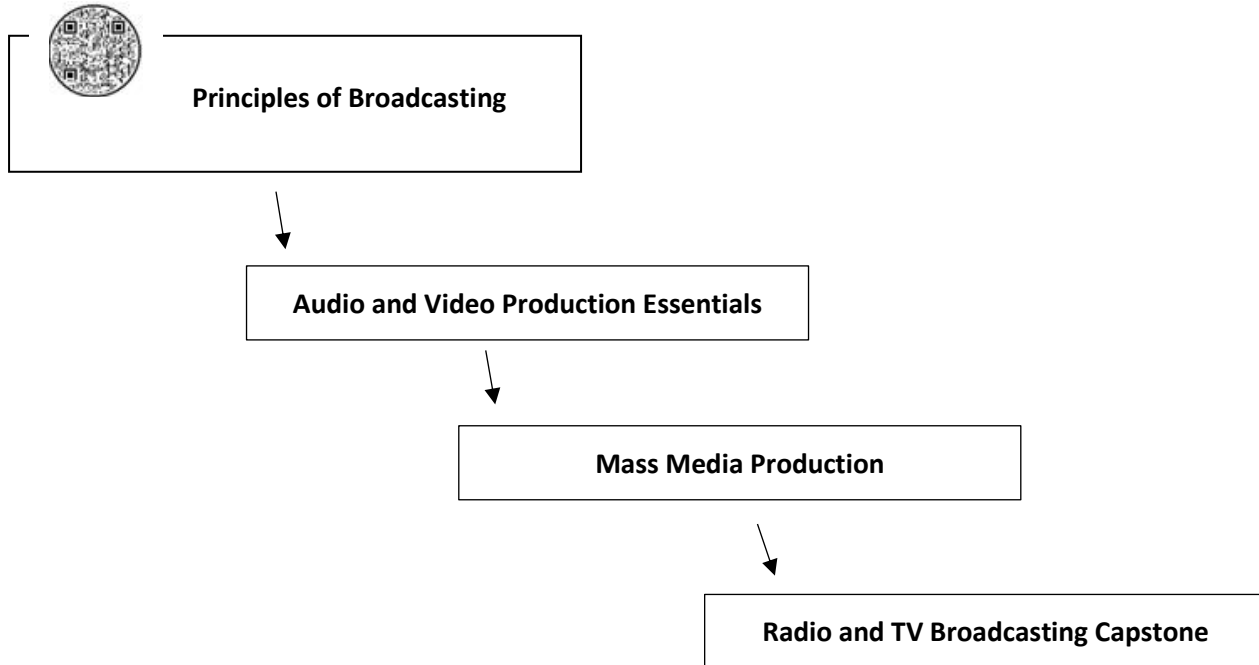


- Become proficient in welding processes including: SMAW (stick), GMAW (MIG), and GTAW (TIG)
- Study industry standards in safety, blueprint reading, fabrication techniques and welding procedures
- Earn American Welding Society (AWS) SENSE: Entry Level Welder certification upon completing the course and passing certification test
- Earn S/P2 (Safety & Pollution) certification

|                 |                                     |                  |
|-----------------|-------------------------------------|------------------|
| <i>WELD 100</i> | <i>Welding Fundamentals</i>         | <i>3 credits</i> |
| <i>WELD 108</i> | <i>Shielded Metal Arc Welding I</i> | <i>3 credits</i> |
| <i>WELD 207</i> | <i>Gas Metal Arc (MIG) Welding</i>  | <i>3 credits</i> |

## **BROADCASTING COURSES/AVON TV PROGRAM**

### **CLASSES OF 2025 & BEYOND**



#### **Extra Curriculars Available:**

- Student Television Network Club (STN)
- Avon Action Club – sports broadcasting
- Animation Club
- The live Oriole Report announcements
- Lettering based on point system

+ Avon TV is a member of IASB and STN, giving students the opportunity to join an honors society and participate in the state contest.

## **BROADCASTING EDUCATION COURSE DESCRIPTIONS**

| <b>Career Pathways/Program of Study – Classes of 2025, 2026, 2027, and 2028</b> |                        |                            |                                     |                              |
|---|------------------------|----------------------------|-------------------------------------|------------------------------|
| <b>Pathway/Program of Study</b>   | <b>Example careers</b> | <b>Principles Course</b>   | <b>Concentrator Course A</b>        | <b>Concentrator Course B</b> |
| Radio & Television Broadcasting   | TV/news producer       | Principles of Broadcasting | Audio & Video Production Essentials | Mass Media Production        |

### **PRINCIPLES OF BROADCASTING (7139F-7139S)**

#### ***Radio & Television Broadcasting Pathway 1 of 3***

Core 40, AHD, THD Elective

Credits: 2 semester course, 2 semesters required

Prerequisite: None

Grades: 9, 10, 11, 12

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.

### **VU BCST AUDIO AND VIDEO PRODUCTION ESSENTIALS (7306FD-7306SD)**

#### ***Radio & Television Broadcasting Pathway 2 of 3***

Core 40, AHD, THD Elective

Credits: 2 semester course, 2 semesters required

Prerequisite: Principles of Broadcasting

Grades: 10, 11, 12

*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.

### **VU BCST 140/206 MASS MEDIA PRODUCTION (7307FD-7307SD)**

#### ***Radio & Television Broadcasting Pathway 3 of 3***

Core 40, AHD, THD Elective

Credits: 2 semester course, 2 semesters required

Prerequisite: Princ of Broadcasting; Audio & Video Prod Essentials

Grades: 10, 11, 12

*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.

### **COMPUTER ILLUSTRATIONS: ARTS, AV TECH, AND COMMUNICATION SPECIAL TOPIC (4576F-4576S)**

Core 40, AHS, THD Elective

Credits: 2 semester course, 2 semesters required

Prerequisite: Art/Communications/Media Courses Recommended

Grades: 11, 12

*Arts, AV Tech and Communication: Special Topics* is an extended learning experience designed to address the advancement and specialization of careers within the career cluster through the provision of a specialized course for a specific workforce need in the school's region. This animation class is designed to give the student the opportunity to learn and practice technical skills to pursue a college and career in the field. Throughout the course, students will focus on learning about employment opportunities and obtaining the knowledge, skills, and attitudes essential for success in specific animation careers. Course standards and curriculum will be tailored to the specific profession, preparing students to advance in this career field, and where applicable, provide students with opportunities for certification. Participation encourages the development of leadership, communication, and career related skills, such as learning professional software and project creation techniques.

## **BUSINESS COURSES**

### **Preparing for College and Careers (Who am I? Where am I Going? How Do I Get There?)**

All freshmen take this course for a graduation requirement

### **TECH/IT COURSE OFFERINGS**

Digital Applications and Responsibility (1 semester, 9-12)

Introduction to Computer Science (1 semester, 9-12)

AP Computer Science Principles (2 semesters, 10-12)

AP Computer Science (2 semesters, 11-12)

### **GENERAL BUSINESS OFFERINGS**

Principles of Business Management (2 semesters, 9-12)

Accounting Fundamentals (2 semesters, 10-12)

Marketing Fundamentals (2 semesters, 10-12)

Marketing Fundamentals: Ozone (2 semesters, 10-12)

Principles of Business Operations & Technology: Ozone (2 semesters, 11-12)

Strategic Marketing (2 semesters, 11-12)

Business Law: Management Fundamentals (2 semesters, 10-12)

Personal Financial Responsibility (1 semester, 10-12)

UIND Educ 100 Expl Ed/Principles of Teaching (Dual Credit/Non-Cadet Teaching: 2 semesters, 10-12)

Principles of Teaching (Cadet Teaching: 2 semesters, 12 \*Application Required)

Child and Adolescent Development (Cadet Teaching: 2 semesters, 12 \*Application Required)

Teaching and Learning (Cadet Teaching: 2 semesters, 12 \*Application Required)

### **CAPSTONE COURSES**

Work Based Learning (Internship, 1-2 semesters, 12)\*

\*Courses can be repeated for credit

***Department Chair: Mr. Christopher Hill***

## **BUSINESS EDUCATION COURSE DESCRIPTIONS**

| <b>Career Pathways/Programs of Study – Cohorts: Classes of 2025, 2026, 2027, and 2028</b> |                        |                                    |   |  |
|---|------------------------|------------------------------------|---|--|
| <b>Pathway/Program of Study</b>   | <b>Example careers</b> | <b>Principles Course</b>           | <b>Concentrator Course A</b>                      | <b>Concentrator Course B</b>                   |
| Education Careers   | Teacher                | Principles of Teaching+            | Child and Adolescent Development (Cadet Teaching) | Teaching and Learning (Cadet Teaching)         |
| Business Administration   | Business Manager       | Principles of Business Management+ | Marketing Fundamentals                            | Accounting Fundamentals or Strategic Marketing |
| Business Administration   | Business Manager       | Principles of Business Management+ | Management Fundamentals: Business Law             | Accounting Fundamentals                        |

+Also part of the Civic Arts Local Pathways

### **PRINCIPLES OF BUSINESS MANAGEMENT (4562F-4562S)**

*Business Administration Pathway Course 1 of 3*

*Marketing and Sales Pathway Course 1 of 3*

*Civic Arts Local Pathway Course 2 of 3*

Core 40, AHD, THD, Elective

Grade Level: 9-12

Two semesters—2 credits

*Principles of Business Management* introduces students to the world of business, marketing and entrepreneurship 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 international scale. The course further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

### **ACCOUNTING FUNDAMENTALS (4524F-4524S)**

*Business Administration Pathway Course 3 of 3*

Core 40, AHD, THD Elective

Prerequisite: Principles of Business Management

Credits: 2 semester course, 2 semesters required

Grades: 10, 11, 12

*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.

### **MARKETING FUNDAMENTALS (5914F/5914S)**

*Marketing and Sales Pathway Course 2 of 3*

Core 40, AHD, THD Elective

Prerequisite: Principles of Business Management

Credits: 2 semester course, 2 semesters required

Grade 10 & 11:

--May take as an elective if not completing Marketing & Sales Career Pathway

--May take if completing Marketing & Sales Career Pathway AND concurrently taking Principles of Business Management

Grade 12:

--May take as an elective

*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.

#### **MARKETING FUNDAMENTALS: OZONE (5914FO/5914SO)**

##### **Marketing and Sales Pathway Course 2 of 3**

Core 40, AHD, THD Elective

Credits: 2 semester course, 2 semesters required

Prerequisite: Principles of Business Management (may be taken concurrently); Grades: 10, 11, 12

DECA Member or teacher recommendation

This course will be taught during 3<sup>rd</sup> period. Students in this course will run the Ozone store during period 3 lunch days only (A Days). In subsequent years, students may enroll in the 4<sup>th</sup> period Administrative and Office Management Ozone/Strategic Marketing Course.

*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.

#### **PRINCIPLES OF BUSINESS OPERATIONS AND TECHNOLOGY: OZONE (7153F-7153S)**

Core 40, AHD, THD, Elective

Prerequisite: Prior DECA experience and permission from a DECA

Credits: 2 semester course, 2 semesters required advisor.

Grades: 11, 12

*Principles of Business Ops & Technology* will help students identify and evaluate the various sources available for funding a new enterprise; demonstrate an understanding of financial terminology; read, prepare, and analyze basic financial statements; estimate capital requirements and risk, exit strategies; and prepare a budget for their business, including taxes and personnel costs. In addition, the student should be able to explain the importance of working capital and cash management. The student should also be able to identify financing needs and prepare sales forecasts.

#### **STRATEGIC MARKETING (5918F/5918S)**

##### **Marketing and Sales Pathway Course 3 of 3**

Core 40, AHD, THD Elective

Prerequisite: Princ of Business Management; Marketing Fundamentals or concurrently enrolled in Marketing Fundamentals

Credits: 2 semester course, 2 semesters required

Grades: 11, 12

*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.

#### **MANAGEMENT FUNDAMENTALS: BUSINESS LAW (7143F-7143S)**

Core 40, AHD, THD Elective

Prerequisite: Principles of Business Management, if for a pathway; otherwise none.

Credits: 2 semester course, 2 semesters required

Grades: 10, 11, 12

*Management Fundamentals* describes the functions of managers, including the management of activities and personnel. Describes the judicial system and the nature and sources of law affecting business. Studies contracts, sales contracts with emphasis on Uniform Commercial Code Applications, remedies for breach of contract and tort liabilities. Examines legal aspects of property ownership, structures of business ownership, and agency relationships. Students will complete mock trials as a part of this course.

**PRINCIPLES OF TEACHING (7161F-7161S) CADET TEACHING****PRINCIPLES OF TEACHING/UIND EDUC 100 EXPL ED (7161FD-7161SD) DUAL CREDIT – NON-CADET TEACHING**

|  |
|--|
| <i>Education Careers Pathway Course 1 of 3</i> |
|--|

|   |
|---|
| <i>Civic Arts Local Pathway Course 2 of 3</i> |
|---|

Core 40, AHD, THD Elective

Prerequisite: None

Credits: 2 semester course, 2 semesters required

Grades: 10, 11, 12

*Principles of Teaching* 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.

UIND EDUC 100 EXPL ED/Principles of Teaching is a dual credit course for students in grades 10 and 11, or as a stand-alone course in grade 12 *without student teaching*.

Principles of Teaching taken as part of a cadet teaching, work-based learning program in grade 12 earns high school credit only.

**CHILD AND ADOLESCENT DEVELOPMENT (7157F-7157S) CADET TEACHING**

|  |
|--|
| <i>Education Careers Pathway Course 2 of 3</i> |
|--|

Core 40, AHD, THD Elective

Prerequisite: Principles of Teaching

Credits: 2 semester course, 2 semesters required

Grades: 12

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

**TEACHING AND LEARNING (7162F-7162S) CADET TEACHING**

|  |
|--|
| <i>Education Careers Pathway Course 3 of 3</i> |
|--|

Core 40, AHD, THD Elective

Prerequisite: Principles of Teaching; Child and Adolescent Dev

Credits: 2 semester course, 2 semesters required

Grades: 12

*Teaching and Learning* provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management.

**PREPARING FOR COLLEGE AND CAREERS (5394)****THIS COURSE IS REQUIRED FOR GRADUATION**

One semester—1 credit

Grade Level: 9

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



**INTRODUCTION TO COMPUTER SCIENCE (4803)**

One semester – 1 credit  
Credits: 1 semester course

Prerequisite: None  
Grade Level: 9, 10, 11, 12

*Introduction to Computer Science* allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

**AP COMPUTER SCIENCE PRINCIPLES (0255-0256)**

DOE Course Number: 4568  
Core 40, AHD, THD, Elective  
Two semesters—1 credit per semester

Prerequisite: Successful completion of Algebra I  
Grade Level: 10, 11, 12

The *AP Computer Science Principles* course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

**AP COMPUTER SCIENCE (0235-0236)**

DOE Course Number: 4570  
Core 40, AHD, THD Elective  
Two semesters—1 credit per semester

Required Prerequisite: Algebra II  
Grade Level: 11, 12

***The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.***

*Computer Science, Advanced Placement* is a business course that provides students with the content established by the College Board. Topics include object-oriented program design, program implementation, program analysis, standard data structures, standard algorithms, and computing in context. Computer Science AP uses the JAVA language.

**DIGITAL APPLICATIONS AND RESPONSIBILITY I (0247)**

DOE Course Number: 4528  
Core 40, AHD, THD, Elective

One semester—1 credit  
Grade Level: 9, 10, 11, 12

Gaming requires you to use the digital world. Learning computer software will put you in the lead of the digital world. Get the skills you need to accelerate your future to include word processing, spreadsheet, and database software. Learn how to give effective presentations with technology and to communicate digitally with the world. Students will build skills to learn skills.

**PERSONAL FINANCIAL RESPONSIBILITY (0211)**

DOE Course Number: 4540  
Core 40, AHD, THD, Elective

One semester—1 credit  
Grade Level: 10, 11, 12

*Personal Financial Responsibility* address 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 including the stock market game and applications through authentic settings such as work based observations and service-learning experiences are an integral part of the course.

**WORK BASED LEARNING (5974F/5974S)**

DOE Course Number: 5974  
Core 40, AHD, THD, Elective

One semester—3 credits  
Grade Level: 12

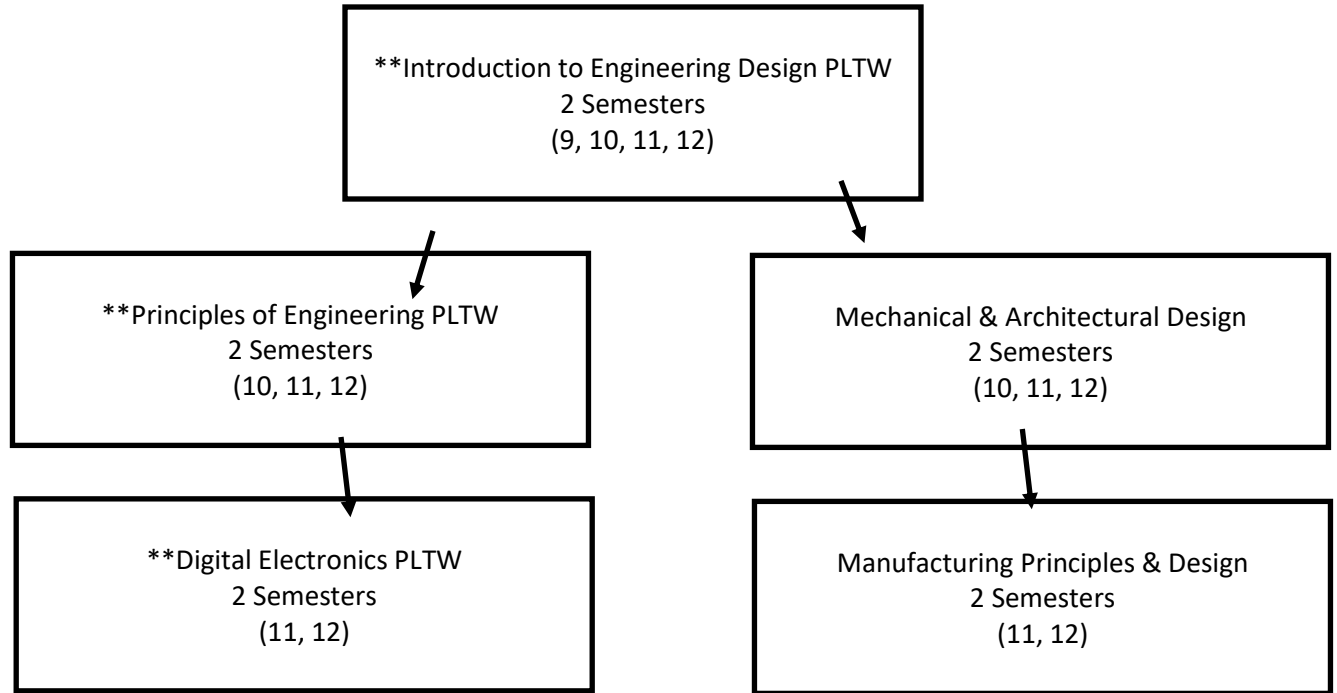
Course may be repeated for a second semester

Prerequisite: Approved application which includes an interview with the program supervisor. Student must acquire an internship position approved by the teacher if accepted to the program.

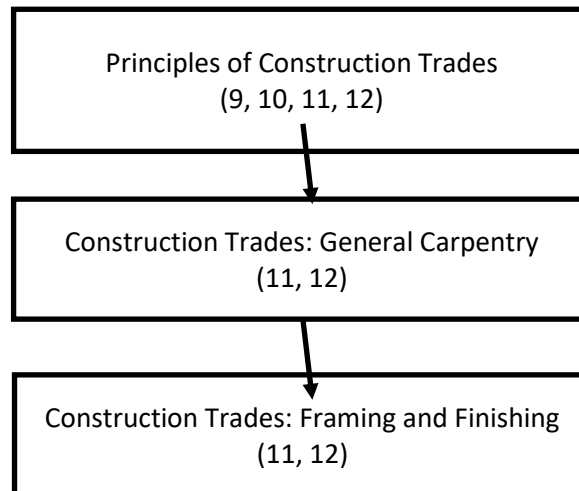
***\*Students must provide own transportation***

*Work-Based Learning* is a culminating course in a student's logical sequence of courses for a chosen career pathway. Students have the opportunity to apply concepts and skills in real world business and industry settings.

## ENGINEERING COURSES



\*\*Dual Credit Course



## ENGINEERING AND TECHNOLOGY EDUCATION COURSE OFFERINGS



## **ENGINEERING & TECHNOLOGY EDUCATION COURSE DESCRIPTIONS**

| <b>Career Pathways/Programs of Study – Cohorts: Classes of 2025, 2026, 2027, and 2028</b> |                        |                                    |  |  |
|---|------------------------|------------------------------------|--|--|
| <b>Pathway/Program of Study</b>   | <b>Example careers</b> | <b>Principles Course</b>           | <b>Concentrator Course A</b>           | <b>Concentrator Course B</b>               |
| Engineering   | Engineer               | Introduction to Engineering Design | Principles of Engineering              | Digital Electronics                        |
| Engineering Design Technology   | Engineer               | Introduction to Engineering Design | Mechanical & Architectural Design      | Manufacturing Principles & Design          |
| Construction Trades Carpentry   | Construction Worker    | Principles of Construction Trades  | Construction Trades: General Carpentry | Construction Trades: Framing and Finishing |

### **IVY DESIGN 102/IVY DESIGN 111 PLTW INTRODUCTION TO ENGINEERING DESIGN (4802FD-4802SD)**

#### *Engineering Pathway Course 1 of 3*

#### *Design Technology Pathway Course 1 of 3*

Core 40 directed elective as part of a technical career area or an AHD elective

Two Semesters—1 high school credit per semester/6 Ivy Tech credits for the year-long course at no cost

Prerequisite: Interest in Engineering and Algebra I (may be taken concurrently with Algebra I)

Grade Levels: 9, 10, 11, 12

Autodesk Inventor Certification opportunity with a qualifying score on end-of-year exam

*Introduction to Engineering Design* is the first of a series of courses for the program **Project Lead the Way**. It is a college preparation course as part of a pre-engineering program. Students are also expected to complete a college preparatory sequence of courses in mathematics. Introduction to Engineering Design is an introductory course which develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package, Autodesk Inventor. Students will utilize state of the art machinery to bring to their designs to life, including operating a 3-D printer and laser cutter/engraver. Students who complete this course, and pass the corresponding exam, will receive Inventor Certification.

### **IVY DESIGN 104 PLTW PRINCIPLES OF ENGINEERING (5644FD-5644SD)**

#### *Engineering Pathway Course 2 of 3*

Core 40 elective as part of a technical career area or an AHD elective

Two Semesters—1 high school credit per semester/3 Ivy Tech credits for the year-long course

Prerequisite: (PLTW) Introduction to Engineering Design and Algebra II (or currently enrolled in Algebra II), or Teacher Recommendation

Grade Levels: 10, 11, 12

*Principles of Engineering* is the second class of a series of courses for the program **Project Lead the Way**. It is a college preparation course as part of a pre-engineering program. Students are also expected to complete a college preparatory sequence of courses in mathematics. This course is included as a component of the Engineering, Science, and technologies career cluster and may also be included as a component of other related career clusters. Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in postsecondary education programs and engineering careers. They will also learn how engineers address concerns about the social and political consequences of technological change.

### **VU DIGITAL LOGIC 130 PLTW DIGITAL ELECTRONICS (5538F-5538S)**

#### *Engineering Pathway Course 3 of 3*

Core 40 elective as part of a technical career area or an AHD elective

Two Semesters—1 high school credit per semester/4 Vincennes University credits for the year-long course

Prerequisites: (PLTW) Introduction to Engineering Design and (PLTW) Principles of Engineering.

**\*\*May take as an elective with no prerequisites if not completing Engineering Pathway.**

Grade Levels: 11, 12

**The expectation is for students who choose the DUAL CREDIT option of this course to complete BOTH semesters to be eligible to earn the 4 Vincennes University credits at no cost.**

*Digital Electronics* is an advanced level elective within PROJECT LEAD THE WAY. It is a college preparation course as part of a pre-engineering program. This course introduces students to applied digital logic, a key element of careers in engineering and engineering technology. Students design circuits to solve problems, export their designs to a printed circuit auto-routing program that generates printed circuit boards, and use appropriate components to build their designs. This course covers several topics including Analog and digital fundamentals; Number systems and binary addition; Logic gates and functions; Boolean algebra and circuit.

#### **MECHANICAL AND ARCHITECTURAL DESIGN (7196F-7196S)**

##### ***Design Technology Pathway Course 2 of 3***

Core 40, AHD, THD Elective

Prerequisite: Introduction to Engineering Design

Credits: 2 semester course, 2 semesters required

Grade Levels: 10, 11, 12

*Mechanical and Architectural Design* provides students with a basic understanding of creating working drawings related to manufacturing detailing and assembly as well as a survey of Architectural design focused on the creative design of buildings. Topics include fastening devices, thread symbols and nomenclature, surface texture symbols, classes of fits, and the use of parts lists, title blocks and revision blocks. From an Architecture perspective, this course covers problems of site analysis, facilities programming, space planning, conceptual design, proper use of materials, and selection of structure and construction techniques.

#### **MANUFACTURING PRINCIPLES AND DESIGN (7202F-7202S)**

##### ***Design Technology Pathway Course 3 of 3***

Core 40, AHD, THD Elective

Grade Levels: 11, 12

Credits: 2 semester course, 2 semesters required

Prerequisite: Introduction to Engineering Design; Mechanical and Architectural Design Fundamentals

*Manufacturing Principles and Design* will challenge students will use 2D and 3D CAD skills to explore topics related to manufacturing principles and design. Students will gain an understanding of solid modeling and parametric solid modeling and use 3D printers to create industry part prints. Additionally, students will compare manufacturing practices like Lean Manufacturing, design and program CNC processes, and use metrology tools and practices to evaluate an object.

#### **PRINCIPLES OF CONSTRUCTION TRADES (7130F-7130S)**

##### ***Building Trades Pathway Course 1 of 3***

Core 40, AHD, THD Elective

Grade Levels: 9, 10, 11, 12

Credits: 2 semester course, 2 semesters required

*Principles of Construction Trades* prepares students with the basic skills needed to continue in a construction trade field. Topics will include an introduction to the types and uses for common hand and power tools, learn the types and basic terminology associated with construction drawings, and basic safety. Additionally students will study the roles of individuals and companies within the construction industry and reinforce mathematical and communication skills necessary to be successful in the construction field.

#### **CONSTRUCTION TRADES: GENERAL CARPENTRY 7123F-7123S**

##### ***Building Trades Pathway Course 2 of 3***

Core 40, AHD, THD Elective

Grade Levels: 11, 12

Credits: 2 semester course, 2 semesters required

Prerequisite or Concurrent: Principles of Construction Trades

*Construction Trades: General Carpentry* builds upon the skills learned in the *Principles of Construction Trades* and examines the basics of framing. This includes studying the procedures for laying out and constructing floor systems, wall systems, ceiling joist and roof framing, and basic stair layout. Additionally, students will be introduced to building envelope systems.

**CONSTRUCTION TRADES: FRAMING AND FINISHING (7122F-7122S)*****Building Trades Pathway Course 3 of 3***

Core 40, AHD, THD Elective

Grade Levels: 11, 12

Credits: 2 semester course, 2 semesters required

Prerequisite or Concurrent: Principles of Construction Trades

*Construction Trades: Framing and Finishing* prepares students with advanced framing skills along with interior and exterior finishing techniques. Topics include roofing applications, thermal and moisture protection, exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation.

**ROBOTICS DESIGN AND INNOVATION (4728F-4728S)**

Core 40, AHD, THD Elective

Prerequisite: None

Credits: 2 semester course, 2 semesters required

Grades: 10, 11, 12

The *Robotics Design and Innovation* course is designed to introduce students to technology that is revolutionizing modern manufacturing and logistics centers across global markets. Students will explore careers that are related to the fourth industrial revolution and be introduced to the emerging technologies that make the manufacturing world ever changing. These technologies include mechatronics, CAD/CAM, robots, programmable automation, cloud technologies, networking, big data, and analytics. Students will design a part to be mass produced using processes such as additive and subtractive manufacturing, while utilizing lean manufacturing concepts. The course will prepare students for the SACA, C-102 Certified Industry 4.0 Associate.

**COMPUTERS IN DESIGN AND PRODUCTION (1633)**

DOE Course Number: 4800

Prerequisite: None

Core 40 directed elective as part of a technical career area. Grade Levels: 9, 10, 11, 12

One Semester—1 credit

*Computers in Design and Production* is a specialized course that explores technological processes and employs creative problem solving in developing, engineering, testing, and communicating designs for products, structures, and systems. Classroom activities help students to understand the steps used to move an idea from a designer's mind into a specified artifact, process, or system. Students will participate in design activities and labs using critical thinking skills that require them to: identify problems; generate alternative solutions; select and refine the most plausible solution; develop specifications for the solution; model and test the solution; and present the final solution for approval. Various design software programs will be used to develop ideas and create products using 3D modeling, 3D printing, and laser engraving/cutting. Various other tools and machines will be used to complete a series of research and production labs.

## ENGLISH COURSES

This chart is a suggested course of study. All final decisions should be made with the student's guidance counselor.

|                           | HONORS/AP   | CORE 40  | Available Electives at each grade level   |
|---------------------------|---|--|---|
| <b>NINTH<br/>GRADE</b>    | ENGLISH 9 HONORS  | ENGLISH 9  | JOURNALISM  |
| <b>TENTH<br/>GRADE</b>    | ENGLISH 10 HONORS   | ENGLISH 10   | JOURNALISM<br>ETYMOLOGY<br>SPEECH<br>DEBATE<br>PUBLICATIONS:<br>YEARBOOK/NEWSPAPER  |
| <b>ELEVENTH<br/>GRADE</b> | AP LANGUAGE   | ENGLISH 11   | JOURNALISM<br>ETYMOLOGY<br>CREATIVE WRITING<br>DRAMATIC LITERATURE<br>FILM LITERATURE<br>SPEECH<br>DEBATE<br>IU COMM-S121 COMMUNICATIONS<br>PUBLICATIONS:<br>YEARBOOK/NEWSPAPER |
| <b>TWELFTH<br/>GRADE</b>  | CHOOSE ONE:<br><br>AP LITERATURE<br>VU ENGLISH 101 and<br>VU LITERATURE 100 | CHOOSE ONE:<br><br>ENGLISH 12<br>VU ENGLISH 101 and VU<br>LITERATURE 100 | JOURNALISM<br>ETYMOLOGY<br>CREATIVE WRITING<br>DRAMATIC LITERATURE<br>FILM LITERATURE<br>SPEECH<br>DEBATE<br>IU COMM-S121 COMMUNICATIONS<br>PUBLICATIONS:<br>YEARBOOK/NEWSPAPER |

**Department Chair: Mrs. Heather Meunier**

## **ENGLISH COURSE DESCRIPTIONS**

### **ENGLISH 9 (1703–1704)**

Core 40 and AHD Course

Grade: 9

Two semesters—1 credit per semester

Prerequisites: None

*English 9* offers an integrated study of literature, composition, and oral communications. Students write for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. Writing assignments encompass multiple types of writing including expository essays, persuasive essays, literary analysis, and technical writing assignments. The formal study of grammar, usage, spelling, and language mechanics is integrated into this study of writing. Structured vocabulary assignments provide opportunities for students to increase their fluency in both reading and writing. Students will practice their oral skills by delivering presentations and being critical participants and listeners. Student reading selections will include short stories, novels, plays, poems, and nonfiction. In addition to selections in their textbook, representative longer works include *Romeo and Juliet* and *The Odyssey*.

### **ENGLISH 9 HONORS (1705T-1706T)**

Core 40 and AHD Course

Grade: 9

Two semesters—1 credit per semester

Prerequisites: Qualifying scores on various school administered assessment tests

The *English 9 Honors* course is for students who have been identified by the selection process used by the Avon School Corporation for identifying gifted and talented students and/or for those who have demonstrated exceptional ability and interest in the study of English. A key part of the selection process includes recent NWEA and ILEARN scores as well as evidence of achievement in previous English classes. While the minimum standards and works covered remain the same for *English 9* and *Honors English 9*, there are differences in depth, speed, and methodology between the sections. These differences are also reflected in the class structure, amount of independent work required, assignments, and texts used. Students who enroll in the Honors Sections of English should be aware that they are preparing to take Advanced Placement English in their junior year.

This course offers an integrated study of literature, composition, and oral communications. Students write for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. Writing assignments encompass multiple types of writing including expository essays, persuasive essays, literary analysis, and technical writing assignments. The formal study of grammar, usage, spelling, and language mechanics is integrated into this study of writing. Structured vocabulary assignments provide opportunities for students to increase their fluency in both reading and writing. Students will practice their oral skills by delivering presentations and being critical participants and listeners. Students read short stories, novels, plays, poems, and nonfiction. In addition to various reading texts, representative longer works include *Romeo and Juliet*, *Flawed*, and *The Odyssey*.

### **ENGLISH 10 (1715–1716)**

Core 40 and AHD course

Grade: 10

Two semesters—1 credit per semester

Prerequisite: Satisfactory completion of Eng. 9

*English 10* continues to make full use of many of the activities and skills of English 9 by offering an integrated study of literature, composition, and oral communications. Literature instruction focuses on opportunities to respond critically, reflectively, and imaginatively to literature and recognize the relevance of literature in today's world. Students write for various audiences and purposes. Students identify and employ various elements of effective writing in well-organized and grammatically correct descriptive, expository, argumentative, and narrative writings. The formal study of grammar and language mechanics is integrated into this study of writing. Frequent vocabulary practice allows the students to increase their fluency in both reading and writing. Students will also work with technology to create digital presentations.

*Students* will read short stories, novels, plays, poems, and nonfiction. Students will read longer works such as *If I Ever Get Out of Here*, *12 Angry Men*, and *To Kill a Mockingbird*. Additionally, students will prepare for standardized tests like the SAT in their upper level high school classes.



**ENGLISH 10 HONORS (1717–1718)**

Core 40 and AHD Course

Grade: 10

Two semesters—1 credit per semester

Prerequisite: Successful completion of English 9 Honors or special permission

While the minimum standards covered remain the same for *English 10* and *English 10 Honors*, there are differences in depth, speed, and methodology between the sections. These differences are also reflected in the class structure, amount of independent work required, assignments, and texts used. Students who enroll in the Honors Sections of English should be aware that they are preparing to take Advanced Placement English in their junior year.

*English 10 Honors* continues to make full use of many of the activities and skills of English 9 Honors by offering an integrated study of literature, composition, and oral communications. Literature instruction focuses on opportunities to respond critically, reflectively, and imaginatively to literature and recognize the relevance of literature in today's world. Students write for various audiences and purposes. Students identify and employ various elements of good writing in well-organized and grammatically correct descriptive, expository, and argumentative writings. The formal study of grammar, usage, spelling, and language mechanics is integrated into this study of writing. Structured vocabulary assignments allow the students to increase their fluency in both reading and writing. The oral communication component provides opportunities for students to develop a greater facility with choosing and employing different elements of effective oral communications. Students will read short stories, novels, plays, poems, and nonfiction. In addition to selections provided by their instructors, representative longer works include: *Animal Farm*, *12 Angry Men*, *Lord of the Flies*, *To Kill a Mockingbird*, and *Julius Caesar*. All students enrolled in this class will be assigned a mandatory summer reading assignment by the end of the school year. This reading will be assessed by a test given at the start of the following school year.

**ENGLISH 11 (1727–1728)**

Core 40 and AHD Course

Grade: 11

Two semesters—1 credit per semester

Prerequisites: Successful completion of four credits of grade-specific English either Honors or General level

*English 11* continues an integrated study of literature, composition, and oral communications where the students can further develop their use of language as a tool for learning and thinking and as a source of pleasure. In *English 11*, students move from predominately analyzing and using the elements of written language to making judgments based on those analyses. All students use a grammatically correct style to produce a variety of writing forms including persuasive writing, synthesis and analysis of information from a variety of sources, completing complex forms, describing procedures, giving directions, and using graphic forms to support a thesis. Structured vocabulary assignments allow the students to increase their fluency in both reading and writing. The formal study of grammar, usage, spelling, and language mechanics will be integrated into the study of writing. The oral communication component will continue to emphasize effective listening and speaking techniques. Students use the MLA style manual for all writing. The emphasis of the course is on American literature, both contemporary and classic, and students will read short stories, novels, plays, poems, and nonfiction from American authors from various periods. In addition to various short selections, representative longer works include *Into the Wild*, *The Crucible*, and *Of Mice and Men*.

**ENGLISH 12 (1731-1732)**

Core 40 and AHD Course

Grade: 12

Two semesters—1 credit per semester

Prerequisites: Successful completion of six credits of grade-specific English either Honors or General level

*English 12* focuses on improving students' communication and analytical skills to prepare them for college, career, and citizenship. Three activities will consume each 70-minute lesson: reading, writing, and discussion. Particular attention is paid to discerning how each student learns best. Students will read a variety of texts to build cultural literacy and vocabulary and to expand their interests in the world around them. A variety of writing projects, combined with targeted writing craft lessons, will help students become comfortable writers. Writing assignments include writing a college essay and research paper, crafting an argument, producing multimedia presentations, and designing a resume for use beyond high school. Discussions will permeate all units so that students actively participate in their own learning as they also learn from their peers. Technology is used to enhance students' writing, speaking, and listening skills. Additionally, students will participate in an online environment as well as create unique projects designed for writing for an authentic audience.

## **ENGLISH 12 (BLENDED LEARNING) (1731B-1732B)**

Core 40 and AHD Course

Grade: 12

Two semesters—1 credit per semester

Prerequisites: Successful completion of six credits of grade-specific English either Honors or General level; 2.75 GPA.

*English 12* focuses on improving students' communication and analytical skills to prepare them for college, career, and citizenship. Particular attention is paid to discerning how each student learns best. Students will read a variety of text to build cultural literacy and vocabulary and to expand their interests in the world around them. A variety of writing projects, combined with targeted writing craft lessons, will help students become comfortable writers. Writing assignments include writing a college essay and research paper, crafting an argument, producing multimedia presentations, and designing a resume for use beyond high school. Technology is used to enhance students' writing, speaking, and listening skills. English 12—Blended Learning is a unique classroom experience, utilizing a traditional classroom and virtual learning environment. Students will spend time in the classroom with the teacher on required attendance days. On non-required attendance days, students will be responsible for course materials using Schoology outside of the classroom. Students will be exempt from coming to school during that period on non-required days. Students will be exempt from coming to school during that period on non-required days. Students participating in the blended learning course are expected to maintain a 75%. Falling below a 75% will result in class exemption being revoked. Students in the blended learning class must possess a reliable laptop due to the online nature of the course.

## **AP ENGLISH LANGUAGE AND COMPOSITION (1742-1743)**

Core 40 and AHD course

Grade: 11

Two semesters—1 credit per semester

Prerequisite: English 10 Honors and some tangible proof of exceptional English skills. This might include previous verbal GT identification; outstanding PSAT scores, recommendation of previous English teacher. Students with PSAT Critical Reading Scores below 45 should consider English 11 as an alternative. Students who have successfully completed English 9 Honors and English 10 Honors should register for this course their junior year.

***The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.***

\*Students who score high enough on the examination will be able to receive college credit for this work.

AP Language will take the place of the integrated English 11 course in the junior year. AP is a college-level course; therefore, the pace of the course is more intensive than other junior level courses. The assignments provide preparation for the mastery of skills required to pass the AP Composition and Language exam in May. This course is based on the Course Exam Description established by the College Board. Students enrolled in this course become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. They become skilled writers in analysis and argument. Writing assignments will include frequent, timed, in-class essays. Much of the reading for the class is in the form of nonfiction essays and speeches.

## **AP ENGLISH LITERATURE AND COMPOSITION (1740-1741)**

Core 40 and AHD course

Grade: 12

Two semesters—1 credit per semester

Prerequisite: Students who have successfully completed English 9 Honors and English 10 Honors and the AP English Language and Composition course (see above) during the junior year are recommended to take this class. Students with PSAT Critical Reading Scores below 45, Or SAT critical reading scores below 450 should consider VU English or English 12.

***The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.***

\*Students who score high enough on the examination will be able to receive college credit for this work.

AP is a college-level course; therefore, the pace of the course is more intensive than other senior level courses. The assignments provide preparation for the mastery of skills required to pass the AP English Literature and Composition exam given in May. *Advanced Placement Literature and Composition* follows the College Board Entrance Examination guidelines for Advanced Placement English. According to the College Board, students will "engage in careful reading of literary works. Through such study they will sharpen their awareness of language and their understanding of the writer's craft. They will also develop critical standards for the independent appreciation of any literary work and increase their sensitivity to literature as a shared experience. To achieve these goals, they study the individual work, its language, characters, action, and theme. They consider its structure, meaning, and value, and its relationship to contemporary experience as well as to the context in which it was written. Works of recognized literary merit are likely to be taught in an introductory college literature course and will be used as primary texts." Writing assignments that focus on the critical analysis of literature will be frequent, including timed, in-class essays. Students are expected to participate fully during class discussions and make presentations using technological resources for both researching and producing their papers.

Most of the reading in this class will be British and American fiction, poetry, short stories, and plays. Representative longer works include *Wuthering Heights*, *The Poisonwood Bible*, and *Hamlet*.

### **ENGLISH 101—VINCENNES UNIVERSITY (1755)**

Core 40 and AHD Course

Grade 12

One semester—1 high school credit/3 Vincennes University credits

Prerequisites: Successful completion of 6 credits of English plus one of the following:

- ACT Reading score of at least 21 and an ACT English Score of at least 18
- SAT/PSAT Reading score of at least 23/23 and an SAT/PSAT Writing score of at least 25/25
- Accuplacer Reading score of at least 250 and an Accuplacer Writing score of at least 250

**College tuition: \$75, payable to VU**

*English 101* is a college level course in writing designed to help students develop their ability to think, to organize, and to express their ideas clearly and effectively. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion, and argumentation. Numerous in-class writing assignments are required in addition to extended essays written outside of class. Qualified students have the opportunity to earn three hours of transferable college credit in English by registering at the start of the course and paying the \$75 tuition at that time. Students must earn a C or better in the course to receive college credit.

### **LITERATURE 100—VINCENNES UNIVERSITY (1757)**

Core 40 and AHD Course

Grade 12

One semester—1 high school credit/3 Vincennes University credits

Prerequisites: Successful completion of 6 credits of English plus one of the following:

- ACT Reading score of at least 21 and an ACT English Score of at least 18
- SAT/PSAT Reading score of at least 23/23 and an SAT/PSAT Writing score of at least 25/25
- Accuplacer Reading score of at least 250 **and** an Accuplacer Writing score of at least 250

**College tuition: \$75, payable to VU**

An introduction to literature and to three major genres: fiction, poetry, and drama. Emphasis is placed on the ability to read critically and gain an appreciation for literature. Qualified students have the opportunity to earn three hours of transferable college credit in English by registering at the start of the course and paying the \$75 tuition at that time. Students must earn a C or better in the course to receive college credit.

### **LANGUAGE ARTS LAB (1701T)**

Core 40 and AHD Course

Grades: 9

One semester—1 credit

This course does not fulfill the English credit requirement for graduation.

Prerequisite: Teacher or Counselor recommendation

*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 reading standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

### **ETYMOLOGY (1789)**

Core 40 and AHD Course

Grades: 10, 11, 12

One semester – 1 credit

This course does not fulfill the English credit requirement for graduation.

Prerequisite: Minimum of 2 English credits successfully completed (*Grade 10 is the ideal time for this course in order to prepare for the PSAT*)

*Note: All college bound students are encouraged to take this class, for it is designed to help students improve verbal skills on the PSAT, SAT, and ACT exams.*

*Etymology* provides instruction in the derivation of English words and word families from their Latin and Greek roots. Students study the origins and meanings of English words, including roots, prefixes, suffixes, and reasons for language change. This course introduces students to tools and resources for etymological study and encourages them to be curious about the English language.

#### **CREATIVE WRITING (1770)**

One semester—1 credit

Grade: 11, 12

This course does fulfill the English credit requirement for graduation.

Prerequisite: Four credits of grade-specific English completed

*Creative Writing* provides students with opportunities to combine literary creativity with the discipline of written expression and revision. Students become familiar with standard literary elements through the reading and study of archetypal prose and poetry from the 20th-Century to the present day. Additionally, students learn strategies for evaluating and responding to their own writing and the writing of others in a peer-sharing workshop format. The workshop model stresses participation and offers students the opportunity to receive specific training in providing constructive, substantial feedback while role-playing as likely readers of each creative work.

#### **DRAMATIC LITERATURE (1720)**

One semester – 1 credit

Grades: 11, 12

This course does not fulfill the English credit requirement for graduation.

Prerequisite: None

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

#### **FILM LITERATURE (1719)**

One semester – 1 credit

Grades: 11, 12

This course does not fulfill the English credit requirement for graduation.

Prerequisite: None

*Film Literature* will study how literature is adapted for film or media. This semester long course allows students to study and read about the history of film, the influence film has had on our American culture, and the complexities behind a film adaptation and interpretation of literature. The Department of Education asks that this course allows students to explore 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.” Lastly, this course would hold the equitable amount of rigor in regard to analytical writing. Students will be asked to analyze text (in this case, film) in order to develop a claim that can be argued and defended in writing. Students will be required to provide textual evidence (via the film) to support their thesis.

#### **SPEECH (1784)**

Core 40 and AHD Course

Grades: 10, 11, 12

One semester—1 credit

This course does not fulfill the English credit requirement for graduation.

Prerequisites: Two credits of grade-specific English completed satisfactorily

*Public Speaking* is a valuable life skill for any student, specifically those students who are interested in careers where they will be presenting material or conveying ideas. Most colleges and universities require public speaking for all students, thus taking speech in high school class is good preparation for college. In this course, students will gain confidence over time as they have many opportunities to practice their public speaking skills. Students outline and give a wide range of speeches including informative, impromptu, and persuasive. The course emphasizes research using technology, careful organization and preparation, awareness of audience, and non-verbal communication. The course closes with a study of the art of conversation which will help students in interviews and social situations.

**DEBATE (1782)**

Core 40 and AHD Course

Grades: 10, 11, 12

One semester—1 credit

This course does not fulfill the English credit requirement for graduation.

Prerequisite: Speech

In *Debate*, students gain an understanding of argumentation and persuasion theories and develop skills in logic and analysis. Students also research topics using a variety of literary and technical genre, organize research, write persuasive cases, and practice public speaking. Skills are developed in rhetorical analysis, application of varying forms of logic, and formal debate.

**IU COMM S-121 COMMUNICATIONS – INDIANA UNIVERSITY (1779)**

Core 40 and AHD Course

Grades: 11, 12

One semester—1 credit

This course does not fulfill the English credit requirement for graduation.

Prerequisite: Grade of C or higher in previous English courses including Speech, and have a GPA of 2.70 or above or teacher recommendation.

This Indiana University college credit course prepares students to communicate effectively with public audiences. The course emphasizes oral communication as practiced in public contexts: how to advance reasoned claims in public; how to adapt public oral presentations to particular audiences; how to listen to, interpret, and evaluate public discourse; and how to formulate a clear response.

**JOURNALISM (1785)**

One semester—1 credit

Grades: 9, 10, 11, 12

Prerequisites: None

This course does not fulfill the English credit requirement for graduation.

*Journalism* is the study of reporting and the journalistic profession. This course includes the process involved in 1) news gathering; 2) reporting and writing news stories; 3) the legal and social responsibilities involved in newspaper publications; and 4) the ethics of accurate and fair reporting. This course includes extensive reading of models of excellent journalistic techniques and evaluating and analyzing journalistic writing through discussions and critiques. The course will acquaint the student with the basics of producing a high school newspaper and yearbooks. It will concentrate on the print media including copy writing and editing, layout design, production processes, and the media's effect upon society and the individual. The course is strongly recommended for students who wish to enroll in any student publications class in their later high school study.

**STUDENT PUBLICATIONS: NEWSPAPER (1797-1798)**

One or two semesters—1 or 2 credits

Grades: 10, 11, 12

May be repeated with defined standards

This course does not fulfill the English credit requirement for graduation.

Prerequisite: Journalism, application, instructor permission is required if the prerequisites have not been met.

*Newspaper* provides practical training in publishing the school newspaper. Newspaper provides the study of and practice in gathering and analyzing information, interviewing, and note-taking for the purpose of: 1) writing; 2) editing; 3) publishing for print; and 4) broadcast media, including student publications. All sections include instruction and practice in effective journalistic writing forms and techniques as well as layout, design, and typography. Representative samples of amateur and professional journalism are studied, and student publications will conform to the appropriate style guide. The concept of responsible journalism is also discussed. A journalism lab and other desktop publishing technologies are used to support the curriculum. Since the sections are all co-curricular, after-school work and fundraising are required.

**STUDENT PUBLICATIONS: YEARBOOK (1794-1795)**

One or two semesters—1 or 2 credits

Grades: 10, 11, 12

May be repeated with defined standards

This course does not fulfill the English credit requirement for graduation.

Prerequisite: Journalism, Photography (if applicable), application, instructor permission is required if the prerequisites have not been met.

*Yearbook* includes two sections which provide practical training in publishing the school yearbook. Both sections provide the study of and practice in gathering and analyzing information, interviewing, and note-taking for the purpose of 1) writing; 2) editing; 3) publishing for print; and 4) broadcast media, including student publications. All sections include instruction and practice in effective journalistic writing forms and techniques as well as layout, design, and typography. Students will photograph the events and lifestyle of the school community to tell stories through both imagery and writing. Representative samples of amateur and professional journalism are studied, and student publications will conform to the appropriate style guide. The concept of responsible journalism is also discussed. A journalism lab, DSLR Cameras, and other desktop publishing technologies are used to support the curriculum. All sections plan, publish, market, and distribute the school yearbook. Since the sections are all co-curricular, after schoolwork and fundraising are required.

## **FAMILY AND CONSUMER SCIENCES COURSES**

This chart is a suggested course of study. All final decisions should be made with the student's guidance counselor.

Choose for the following courses per grade level:

|                 |  |
|-----------------|--|
| <b>Grade 9</b>  | Interpersonal Relationships^<br>Nutrition and Wellness^  |
| <b>Grade 10</b> | Principles of Human Services<br>Understanding Diversity*<br>Relationships and Emotions*<br>Interpersonal Relationships^<br>Nutrition and Wellness^<br>Advanced Nutrition and Foods I *<br>Advanced Nutrition and Foods II *<br>Child Development^<br>Advanced Child Development *<br>Housing and Interior Design I^^<br>Housing and Interior Design II*^^                                      |
| <b>Grade 11</b> | Principles of Human Services<br>Understanding Diversity*<br>Relationships and Emotions*<br>Interpersonal Relationships^<br>Adult Roles and Responsibilities^<br>Nutrition and Wellness^<br>Advanced Nutrition and Foods I *<br>Advanced Nutrition and Foods II *<br>Child Development^<br>Advanced Child Development *<br>Housing and Interior Design I^^<br>Housing and Interior Design II*^^ |
| <b>Grade 12</b> | Understanding Diversity<br>Relationships and Emotions*<br>Interpersonal Relationships^<br>Adult Roles and Responsibilities^<br>Nutrition and Wellness^<br>Advanced Nutrition and Foods I *<br>Advanced Nutrition and Foods II *<br>Child Development ^<br>Advanced Child Development *<br>Housing and Interior Design I^^<br>Housing and Interior Design II*^^                                 |

\*Prerequisite required

^Note: This course is one of six FACS courses from which students may choose to fulfill the required Health and Safety credit as per state rule 511 IAC 6-7-6 (6).)

^^Note: Can be used to fulfill required Fine Arts Credit (as of 2016)

**Department Chair: Ms. Jamie Gleissner**

## **FAMILY AND CONSUMER SCIENCES COURSE DESCRIPTIONS**

| <b>Career Pathways/Programs of Study – Classes of 2025, 2026, 2027, and 2028</b> |                        |                              |                              |                              |
|--|------------------------|------------------------------|------------------------------|------------------------------|
| <b>Pathway/Program of Study</b>  | <b>Example careers</b> | <b>Principles Course</b>     | <b>Concentrator Course A</b> | <b>Concentrator Course B</b> |
| Human and Social Services  | Social Worker          | Principles of Human Services | Understanding Diversity      | Relationships & Emotions     |

### **PRINCIPLES OF HUMAN SERVICES (7176F-7176S)**

#### *Human and Social Services Pathway Course 1 of 3*

Core 40, AHD, THD Elective

Credits: 2 semester course, 2 semesters required

Prerequisite: None

Grades: 10, 11

*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. The course includes a required job shadowing project in a Human Services setting (a suggested four-hour minimum to meet Ivy Tech requirements). 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.

### **UNDERSTANDING DIVERSITY (7174F/7174S)**

#### *Human and Social Services Pathway Course 2 of 3*

Core 40, AHD, THD Elective

Credits: 2 semester course, 2 semesters required

Prerequisite: Principles of Human Services

Grades: 10, 11, 12

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

### **RELATIONSHIPS AND EMOTIONS (7177F/7177S)**

#### *Human and Social Services Pathway Course 3 of 3*

Core 40, AHD, THD Elective

Credits: 2 semester course, 2 semesters required

Prerequisite: Principles of Human Services, Understanding Diversity

Grades: 10, 11, 12

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

### **INTERPERSONAL RELATIONSHIPS (0501)**

DOE Course Number: 5364

Core 40 directed elective as part of a technical career area

One Semester—1 credit

Prerequisites: None

Grades: 9, 10, 11, 12

Qualifies as one of the six FACS courses a student can take to waive the Health & Wellness graduation requirement.

*Interpersonal Relationships* addresses the knowledge, skills, and behaviors all students need to participate in positive, caring, and respectful relationships in the family, at school, and in the workplace. Topics include components of healthy relationships, functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g., power, conflicting interests, peer pressure,); establishing and maintaining relationships; building self-esteem and self-image; communications styles; techniques for effective communication, leadership and teamwork; individual and group goal setting and decision making; preventing and managing stress and conflict; addressing violence and abuse.



**ADULT ROLES AND RESPONSIBILITIES (0580)**

DOE Course Number: 5330

Prerequisites: None

One Semester—1 credit

Grades: 11, 12

Core 40 directed elective as a part of a technical career area

Qualifies as one of the six FACS courses a student can take to waive the Health &amp; Wellness graduation requirement.

*Adult Roles and Responsibilities* addresses the identification and management of personal resources and family finances to meet the needs and wants of individuals and families throughout the family life cycle. These courses build knowledge, skills, and behaviors that students will need as they prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, and financial responsibility and resources. A project-based approach is used to learn about analysis of personal standards, needs, aptitudes and goals; personal decision making; personal finance topics such as making money, banking, saving and investing, managing credit, managing risks and insurance; financial planning for daily needs now and for the future; consumer choices, rights, and responsibilities, and decision making related to meeting goals for nutrition and wellness, clothing, housing, and transportation.

**NUTRITION AND WELLNESS (0521)**

DOE Course Number: 5342

Prerequisites: None

One Semester—1 credit

Grades: 9, 10, 11, 12

Core 40 directed elective as part of a technical career area: Hospitality and Human Services

Qualifies as one of the six FACS courses a student can take to waive the Health &amp; Wellness graduation requirement.

*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 the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. This course offers hands on laboratory experience. This lab experience will allow students the opportunity to assist in the preparation of recipes that contain food from all areas of My Plate, such as, but not limited to, eggs, meat, dairy, grains, fruits, and vegetables. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation and sanitation; etiquette; science, technology, and careers in nutrition and wellness. This class is the first in a tier of 4 classes. It is a prerequisite for Advance Nutrition and Wellness 1, 2 and Intro to Culinary Arts. \*If taken along with Child Development and Interpersonal Relationships, it can replace the Health and Safety course.

**ADVANCED NUTRITION AND FOODS I (0522)**

DOE Course Number: 5340

Prerequisite: Nutrition and Wellness

One Semester—1 credit

Grades: 10, 11, 12

Core 40 directed elective as part of a technical career area: Hospitality and Human Services

*Advanced Nutrition and Foods I* is a course which provides a study of nutrition and offers hands-on laboratory experiences. This is a sequential course that addresses more complex concepts in nutrition and foods, with emphasis on contemporary, economic, social, and psychological issues. In this course, emphasis is given to topics related to nutrition and wellness for individuals and families across the life span; technology on nutrition, foods and related tools and equipment; management of food-related resources; acquiring, organizing, and evaluating information about foods and nutrition; and exploration of careers in all aspects of the food industry. Laboratory experiences, which emphasize advanced applications are required. Laboratory experiences focusing on, but not limited to, the following units: A review of safety, sanitation, and measurements, guide to healthful eating, fruits and vitamins, vegetables, minerals, and knife skills, proteins, eggs, meat, fish, poultry, carbs, grains and pasta, dairy, special dietary needs, and meal planning.

**ADVANCED NUTRITION AND FOODS II (0523)**

DOE Course Number: 5340

Prerequisite: Advanced Nutrition and Foods I

One Semester—1 credit

Grades: 10, 11, 12

Core 40 directed elective as part of a technical career area: Hospitality and Human Services

*Advanced Nutrition and Foods II* is a course for students interested in careers in culinary, hospitality, the medical field, athletic training, and dietetics. This course builds on the foundation established in *Nutrition and Foods*. Topics include baking and pastry, cookies, cake, candy, pies, diversity at the table, the food supply, international foods, food science and technology, health challenges, and shopping for food. Leadership and management processes are integrated in classroom and laboratory activities.

### **HOUSING AND INTERIOR DESIGN I (0550)**

DOE Course Number: 5350

Prerequisite: None

One Semester—1 credit

Grades: 10, 11, 12

Core 40 directed elective as part of a technical career area: Architecture

*Housing and Interior Design Foundations I* addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle. Economic, social, cultural, technological, environmental maintenance, and aesthetic factors are considered. Topics to be studied include housing styles, locations, zones, restrictions, and ownership options; managing resources (including financing options) to provide shelter; impacts of technology; elements and principles of design; creating functional, safe, and aesthetic spaces; historical aspects and contemporary trends in housing and interiors. ***\*Can be used to fulfill the fine arts credit.***

### **HOUSING AND INTERIOR DESIGN II (0551)**

DOE Course Number: 5350

Prerequisite: Housing and Interior Design I

One Semester—1 credit

Grade 10, 11, 12

Core 40 directed elective as part of a technical career area: Architecture

*Housing and Interior Design Foundations II* is a sequential course that addresses selecting and planning living environments to meet the needs and wants of individuals and families. Topics to be studied include contemporary housing issues; furniture styles; environmental and energy issues; impacts of technology; the application of elements and principles of design; application of trends in interiors, furniture, and fixtures; housing to meet special needs; creating functional, safe, and aesthetic spaces; drafting skills; exploration of housing-related careers. This is a lab-based class and students will use CAD-like software to design rooms in a house. This course is recommended for any student for students with interests in any profession related to housing, interiors, architecture, and furnishings. ***\*Can be used to fulfill the fine arts credit.***

### **CHILD DEVELOPMENT (0541)**

DOE Course Number: 5362

Prerequisites: None

One Semester—1 credit

Grades: 10, 11, 12

Core 40 directed elective as part of a technical career area: Education and Training

*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 up to age 3. It includes the study of prenatal development and birth; growth and development of children; childcare 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. Applications such as introductory laboratory with young children and/or service learning, build knowledge of children are part of the Child Development course. The baby simulator provides experiences dealing with infant care. This course provides the foundation for continuing education in all career areas related to children.

### **ADVANCED CHILD DEVELOPMENT (0542)**

DOE Course Number: 5360

Prerequisite C- or higher in Child Development

One Semester—1 credit

Grades: 10, 11, 12

Core 40 directed elective as part of a technical career area: Education and Training

*Advanced Child Development* is for those students interested in careers related to child development. This course addresses issues of child development from age 3 through age 8 (grade 3). It builds on the Child Development course, which is recommended to take before this course. *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. A project-based approach integrates these topics into the study of child development. Laboratory experiences with children in preschool, and other service-learning opportunities are included. This course provides a foundation for continuing education in all career areas related to children. ***\*If taken along Interpersonal Relationships, it can replace the Health and Safety course.***

## **MATHEMATICS COURSES**

This chart is a suggested course of study. All final decisions should be discussed with the student's guidance counselor.

|                        | <b>ACE/AP</b>   |   | <b>Honors/AP</b>                               | <b>CORE 40</b>   | <b>Electives Available<br/>at each grade level<br/>(all have<br/>prerequisites)</b>                      |
|------------------------|---|---|--|--|--|
|                        | <b>Algebra I in 7<sup>th</sup> grade</b>  | <b>Algebra I in 8<sup>th</sup> grade</b>      |  |  |  |
| <b>9<sup>th</sup></b>  | COLLEGE ALGEBRA II<br>ACE   | GEOMETRY ACE                                  | GEOMETRY HONORS                                | ALGEBRA I  |  |
| <b>10<sup>th</sup></b> | Trigonometry ACE<br>(only in spring<br>semester, another<br>math elective such as<br>AP Statistics may be<br>taken) | COLLEGE ALGEBRA II<br>ACE                     | ALGEBRA II HONORS                              | GEOMETRY   |  |
| <b>11<sup>th</sup></b> | AP CALCULUS AB ACE  | TRIGONOMETRY ACE<br>and<br>AP CALCULUS AB ACE | PRECALCULUS/TRIG<br>HONORS: VU MATH<br>102/104 | ALGEBRA II   | FINITE MATH: VU<br>MATH 111<br>PROBABILITY<br>&STATISTICS<br>AP STATISTICS                               |
| <b>12<sup>th</sup></b> | AP CALCULUS BC ACE  | AP CALCULUS BC ACE                            | AP CALCULUS AB                                 | PRECALCULUS/TRIG:<br>VU MATH 102/104<br>FINITE MATH<br>PROBABILITY &<br>STATISTICS | FINITE MATH: VU<br>MATH 111<br>PROBABILITY &<br>STATISTICS<br>AP STATISTICS<br>CCR BRIDGE: MATH<br>READY |

**Department Chair: Ms. Andrea Austin**

## **MATHEMATICS COURSE DESCRIPTIONS**

All students enrolled in any math course at Avon High School are expected to have a scientific calculator. (Business or statistical calculators are not recommended). In addition to the standard scientific functions, the calculator should have the capability to handle fractions, nth root, permutations (nPr button), and combinations (nCr button). Any model equivalent to the calculators in the Texas Instrument TI-30X series will suffice.

**A passing grade in the first semester of all math courses (except Finite Math) is required to continue into the second semester of the course.**

### **ALGEBRA I LAB (0711-0712)**

Two semesters—1 credit per semester

Grade: 9

Prerequisites: Students are placed based upon past performance and standardized test scores

*Algebra I Lab* is a mathematics support course designed to prepare students to be successful in Algebra I. The materials in this class are paired to match the content being taught in the algebra classroom. These topics include working with expressions, analyzing and solving linear equations and inequalities, data analysis, probability, statistics, polynomial, and quadratics. The course will provide review and re-teaching of the Algebra I standards and provide any needed remediation of foundational middle grade standards.

### **ALGEBRA I (0733-0734)**

Core 40 and AHD course

Prerequisite: None

Two semesters—1 credit per semester

Grades: 9, 10, 11, 12

*Algebra I* is designed to emphasize the study of multiple representations of linear and non-linear functions. It includes mathematical concepts for working with rational numbers, various expressions, analyzing and solving linear equations & inequalities, data analysis, probability, statistics, polynomials, and quadratics. Students will use hands-on materials and calculators when needed in solving problems where the algebra concepts are applied.

### **GEOMETRY (0745-0746)**

Core 40 and AHD course

Prerequisites: Algebra I

Two semesters—1 credit per semester

Grades: 10, 11, 12

*Geometry* provides experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of angles, lines, planes, congruent and similar triangles, trigonometric ratios, polygons, circles, and spatial drawings. An understanding of proof and logic is developed.

### **GEOMETRY HONORS (0741-0742)**

Core 40 and AHD course

Prerequisites: Algebra I with at least a B-

Two semesters—1 credit per semester

Grades: 9, 10

*Geometry Honors* provides experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of angles, lines, planes, congruent and similar triangles, trigonometric ratios, polygons, circles, and spatial drawings. An understanding of proof and logic is developed. An emphasis will be placed on the theory as well as the practice of geometry.

### **ALGEBRA II (0735-0736)**

Core 40 and AHD course

Prerequisites: Algebra I

Two semesters—1 credit per semester

Grade: 10, 11, 12

*Algebra II* is a course that expands on the topics of Algebra I and provides further development of the concept of a function. The expanded topics of the course include: the theorems and algorithms of algebra, polynomials and polynomial functions, rational exponents, sequences, series, probability, statistics and exponential functions and logarithmic functions.

**ALGEBRA II HONORS (0723-0724)**

Core 40 and AHD course

Two semesters—1 credit per semester

Prerequisites: Algebra I

Grades: 10, 11, 12

*Algebra II Honors* is a course that expands on the topics of Algebra I and provides further development of the concept of a function. The expanded topics of the course include: the theorems and algorithms of algebra, polynomials and polynomial functions, rational exponents, sequences, series, probability, statistics, exponential functions, and logarithmic functions. An emphasis will be placed on the theory as well as the practice of algebra.

**CCR BRIDGE: MATH READY (0748-0749)**

Core 40 and AHD course

Two semesters—1 credit per semester

Prerequisites: Successful completion of Algebra II

Grades: 12

*CCR Bridge: Math Ready* will include the Algebra I, Geometry, Algebra II and Statistic 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: why to use a certain formula or method to solve a problem, for example. This equips the students 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.

**FINITE MATHEMATICS – VU Math 111 (0798 if taking for dual credit OR 0798N if not taking for dual credit)**

Core 40 and AHD

One semester—1 credit

Potential College Credit – 3 credits

Prerequisites: Accuplacer QAS score of 255 or higher; ACT math score of 22 or higher; SAT math section score of 560 or higher

Grades: 11, 12

This one semester course is offered for dual credit through Vincennes University (MATH 111) and counts as 3 credit hours with a tuition cost of \$75, in addition to other AHS course fees. Tuition fees do not apply if not taking as dual credit.

*Finite Mathematics* is a collection of mathematical topics frequently used in business or public policy contexts. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Topics include counting techniques and probability, matrices, recursion, graph theory, social choice, linear programming, probability, optimization, and game theory.

**PRE-CALCULUS/TRIGONOMETRY – VU Math 104 (0751-0752 if taking for dual credit OR 0751N-0752N if not taking for dual credit)**

Core 40 and AHD course

Two semesters—1 credit per semester

Prerequisites: Geometry or Geometry Honors and Algebra II (B- or better strongly recommended) or Algebra II Honors (C or better strongly recommended)

Grades: 11, 12

This course is offered for dual credit through Vincennes University (MATH 102/MATH 104) and counts as 3 credit hours/semester with a cost of \$75/semester. If taking for dual credit, enroll in 0751-0752. Taking for dual credit requires one of the following: Accuplacer QAS score of 255 or higher, ACT math score of 22 or higher, or SAT math section score of 560 or higher. In order to take for dual credit, a C- first semester is required by Vincennes University in order to take the second semester. If not taking for dual credit, enroll in 0751N-0752N. A passing grade in the first semester is required for taking the second semester.

The Pre-Calculus and Trigonometry courses will blend the concepts and skills that must be mastered prior for a college level calculus course. Topics include trigonometry, translations of axes, polar coordinates, conic sections, vectors, exponential functions and logarithmic functions.

**PRE-CALCULUS/TRIGONOMETRY HONORS – VU Math 102 (0781-0782 if taking for dual credit OR 0753-0754 if not taking for dual credit)**

Core 40 and AHD course

Grades: 11, 12

Two semesters—1 credit per semester

Prerequisites: Geometry or Geometry Honors and Algebra II Honors (B- or better strongly recommended)

This course is offered for dual credit through Vincennes University (MATH 102/MATH 104) and counts as 3 credit hours/semester with a cost of \$75/semester. If taking for dual credit, enroll in 0781-0782. Taking for dual credit requires one of the following: Accuplacer QAS score of 255 or higher, ACT math score of 22 or higher, or SAT math section score of 560 or higher. In order to take for dual credit, a C- first semester is required by Vincennes University in order to take the second semester.

If not taking for dual credit, enroll in 0753-0754. A passing grade in the first semester is required for taking the second semester.

The Pre-Calculus and Trigonometry Honors courses will blend the concepts and skills that must be mastered for a college-level calculus course. Topics include trigonometry, translations of axes, polar coordinates, vectors, exponential and logarithmic functions, and conic sections. An emphasis will be placed on the theory as well as the practice of Pre-Calculus. Pre-Calculus Honors is a course in which students enrolling should be planning to enroll in AP Calculus A/B.

**ADVANCED PLACEMENT CALCULUS AB (0757-0758)**

Core 40 and AHD course

Prerequisites: Pre-Calc Honors with at least a C-(a B- is recommended)

Two semesters—1 credit per semester

Grade: 12

*The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.*

Topics in differential and integral calculus appropriate for the Calculus AB Advanced Placement exam are offered in this course. Topics will include limits, continuity, derivatives, definite integrals, and techniques of integration. Every effort is made to keep the curriculum and appropriate technology updated with the current AP course description.

**PROBABILITY AND STATISTICS (0730)**

Core 40 and AHD course

Prerequisites: Algebra II (a C or better is strongly recommended)

One semester—1 credit

Grades: 11, 12

This course develops appreciation for and skill in applying statistical techniques in the decision-making process. Topics include methods of data collection, organization of data, measures of central tendency and variation, basic laws of probability, sampling theory, and hypothesis testing, and making inferences from a sample.

**ADVANCED PLACEMENT STATISTICS (0731-0737)**

Core 40 and AHD course

Grades: 10, 11, 12

Two semesters—1 credit per semester

Prerequisites: Algebra II Honors (an “A” is recommended) or College Algebra ACE (a “B” or better is strongly recommended)

*The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.*

*AP Statistics* develops appreciation for and skill in applying statistical techniques in the decision-making process. Topics include methods of data collection, organization of data, measures of central tendency and variation, basic laws of probability, sampling theory, hypothesis testing, and making inferences from a sample. Additional topics will be added to prepare students to take the Advanced Placement exam.

**GEOMETRY (ACE) (0743T-0744T)**

Core 40 and AHD course

Prerequisites: Algebra I and acceptance into the ACE program

Two semesters—1 credit per semester

Grade: 9

*Geometry ACE* provides experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of angles, lines, planes, congruent and similar triangles, trigonometric ratios, polygons, circles, and spatial drawings. An understanding of proof and logic is developed. The class is designed to provide enrichment and stimulation to the students enrolled.

**COLLEGE ALGEBRA II ACE (0738-0739)**

Core 40 and AHD course

Grades 9, 10

Two semesters—1 credit per semester

Prerequisites: Algebra I, Geometry ACE or Honors, and acceptance into the ACE program

*College Algebra II* is a course that expands on the topics of Algebra I and provides the in-depth development of the topics needed to be successful in the study of calculus. The expanded topics of the course include: the theorems and algorithms of algebra, polynomials and polynomial functions, rational exponents, complex numbers, sequences and series, conic sections, permutations and combinations, matrices, and exponential and logarithmic functions. The class is designed to provide enrichment and stimulation to the students enrolled.

**TRIGONOMETRY ACE (0740)**

Core 40 and AHD course

Prerequisites: College Algebra II ACE

One semester—1 credit

Grades: 10, 11

Juniors enroll in semester 1. Sophomores enroll in semester 2

*Trigonometry ACE* is a course which will develop all of the trigonometric topics needed to be successful in a college level calculus course. Topics will include trigonometric functions & graphs, parametric equations, polar coordinates, and vectors. The class is designed to provide enrichment and stimulation to the students enrolled.

**ADVANCED PLACEMENT CALCULUS AB ACE (0767-0768)**

Core 40 and AHD course

Grade: 11

Two semesters—1 credit per semester

Prerequisites: College Algebra II ACE and Trigonometry ACE (may be taken concurrently with Calculus)

*The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.*

Topics in differential and integral calculus appropriate for the *Calculus AB* Advanced Placement exam are offered in this course. Topics will include limits, continuity, derivatives, definite integrals, and techniques of integration. Every effort is made to keep the curriculum and appropriate technology updated with the current AP course description.

**ADVANCED PLACEMENT CALCULUS BC ACE (0763-0764)**

Core 40 and AHD course

Grade 12

Two semesters —1 credit per semester

Prerequisites: AP Calculus AB (ACE)

*The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.*

Topics will be those specified by the College Board for *AP Calculus Level BC*. AP test-taking skills will be covered.

## **MULTILINGUAL LEARNER COURSE DESCRIPTIONS**

### **NEWCOMER ACADEMY (1746N/1701E-1747N/1702E)**

Two semesters – 2 credits per semester

Grades: 9, 10, 11, 12

Prerequisite: Must be a Multilingual Learner Newcomer as identified by WIDA ACCESS 2.0 scores or WIDA Screener scores of 2.5 or below

The *Newcomer Academy* is designed to provide students who have been identified as Newcomer Multilingual Learners the opportunity to develop their English language proficiency through content-based language instruction. Student selection for this program is based on student need, as demonstrated in the WIDA proficiency assessment results. The Newcomer Academy focuses on developing students' academic language – the vocabulary and writing skills necessary to succeed in an English-speaking educational environment. Students will learn English grammar, sentence and paragraph structure, and vocabulary related to academic content in various subject areas. Learning opportunities and activities address each domain of language learning, including listening, reading, speaking, and writing.

### **ENL ACADEMIC COACHING (0703-0704)**

One semester – 1 credit

Grades: 9, 10, 11, 12

Prerequisite: Must be a Multilingual Learner as identified by WIDA ACCESS 2.0 scores or WIDA Screener scores

This class has a focus on helping students develop academic goals, build growth mindsets, practice time and stress management, enhance organization, reinforce study skills, and complete guided study time to complete tasks that require a small group or one-on-one instruction. Students are expected to complete tasks that focus on listening, reading, writing, and speaking in conjunction with WIDA state standards. This course is appropriate for students in the Multilingual Learner program.

### **ENL MATH LAB (0701E-0702E)**

Two semesters – 1 credit per semester

Grades: 9, 10, 11, 12

Prerequisite: Must be a Multilingual Learner as identified by WIDA ACCESS 2.0 scores or WIDA Screener scores

This class focuses on a joint effort between students and educators to create a common place where students can clarify, correct, and challenge their understanding of math. Students ENL Math Lab are identified as having deficits in their current math skills. This class helps students better understand the basic skills needed to be successful in Algebra, Geometry or Algebra 2. We focus on math vocabulary, addition, subtraction, division, multiplication, key words in word problems, graphing, and solving expressions and equations. This course is appropriate for students in the Multilingual Learner program and requires a teacher recommendation.

### **UNITED STATES HISTORY (1021S-1022S)**

Two semesters – 1 credit per semester

Grades: 11-12

Prerequisite: Must be a Multilingual Learner as identified by WIDA ACCESS 2.0 scores or WIDA Screener Scores

This course is an adapted US History curriculum that meets state standards for credit. United States History is a two-semester course that builds upon concepts developed in previous studies of US 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 US 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. This course is appropriate for students in the ML program.

### **UNITED STATES GOVERNMENT (1041S)**

One semester – 1 credit

Grades: 12

Prerequisite: Must be a Multilingual Learner as identified by WIDA ACCESS 2.0 scores or WIDA Screener Scores



This course is an adapted US Government curriculum that meets state standards for credit. This course provides a framework for understanding the purposes, principles, and practices of American Government as established by the United States Constitution. Students are expected to understand their rights and responsibilities in local, state, and national government. This course is appropriate for students in the ML program.

**ENL ENG 9 (1703E-1704E) ENL ENG 10 (1715E-1716E), ENL ENG 11 (1727E-1728E) ENL ENG 12 (1731E-1732E)**

Core 40 Course (These courses may count for up to 4 credits for the English credit requirement for graduation.)

Prerequisites: Students must qualify for ENL support as dictated by the state of Indiana

Two semesters—1 credit per semester

Grades: 9,10,11,12

Sheltered courses are adapted content courses that are for ENL students only. This course integrates the study of literature with instruction in the writing process. Students will explore the ideas and issues of literature while improving their writing, speaking, listening, thinking, and language skills. Materials may include, but are not limited to poetry, prose, fiction, and non-fiction. Students will have access to similar material presented in general English classes, but in a smaller class with a specialized teacher.

**ENGLISH AS A NEW LANGUAGE (1746-1747)**

Elective Course/Core 40 (This course does not count for the English credit requirement for graduation.)

Prerequisites: Students must qualify for ENL support as dictated by the state of Indiana

Two semesters—1 credit per semester

Grades: 9,10,11,12

This course is designed specifically for Multilingual Learners who test at a Level 2, 3, or 4 on the WIDA ACCESS 2.0 language proficiency test, or the WIDA Screener. While these students have shown progress in English language acquisition, there are noticeable deficits in their levels of fluency and ability to master the four language domains: listening, speaking, reading, and writing. This class will reinforce those skills in order to allow students to demonstrate progress in their language acquisition process.

## PERFORMING ARTS COURSES

### Instrumental, Vocal, Dance and Theatre Sequencing

**Incoming Freshmen - Suggested Course of Study - Choose from the following:**

| Instrumental Music  | Vocal Music             | Dance  | Percussion             | Theatre      |
|---|-------------------------|--|------------------------|--------------|
| Instrumental Music <b>Orchestra</b><br>- Beginning, Intermediate or Advanced (Director Placement) | Beginning Male Choir    | Dance Choreography I   | Marchers - Semester 1  | Theatre Arts |
| Beginning Concert Music <b>Band</b> Beginning, Intermediate or Advanced (Director Placement)      | Beginning Treble Choir  | Dance Choreography II  | Advanced Concert Music |              |
| Band Elective*:   | Vocal Jazz - Attraction | Dance Choreography III<br>Dance Performance Avon Gold Dance Team |                        |              |
| Intermediate Concert Music – Brass  |                         | Adv. Dance Technique   |                        |              |
| Intermediate Concert Music – Woodwinds  |                         |  |                        |              |

**Grades 10, 11, and 12 - Suggested Course of Study - Choose from the following:**

| Instrumental Music  | Vocal Music                              | Dance                                  | Percussion                  | Theatre               |
|---|--|--|-----------------------------|-----------------------|
| Instrumental Music <b>Orchestra</b><br>- Beginning, Intermediate or Advanced (Director Placement) | Intermediate Chorus Women's              | Dance Choreography I                   | Marchers - Semester 1       | Technical Theatre     |
| Intermediate Concert Music <b>Band</b> - Beginning, Intermediate or Advanced (Director Placement) | Advanced Treble Choir                    | Dance Choreography II                  | Advanced Concert Music      | Theatre Arts          |
| Chamber Orchestra Ensemble**  | Vocal Advanced Jazz/Show Choir [Accents] | Dance Choreography III                 | Percussion                  | Advanced Theatre Arts |
| Band Elective*:   | Vocal Jazz - Attraction                  | Dance Performance Avon Gold Dance Team | Marchers - Semester 2       | Advanced Acting       |
| Intermediate Concert Music – Brass  |  | Adv. Dance Technique                   | Intermediate Concert Music  | Theatre Production    |
| Intermediate Concert Music – Woodwinds  |  |  | Percussion "A" Drumline     | Theatre Arts History  |
| Advanced Concert Music – Brass  |  |  | Advanced Concert Music      |                       |
| Advanced Concert Music – Woodwinds  |  |  | Percussion "World" Drumline |                       |

**\*\*Elective course which requires co-enrollment in Symphony, Philharmonic, or Intermezzo Orchestra**

**\*Elective courses require co-enrollment in a concert band**

**Department Chair: Mr. Dean Westman**

| Other Courses                  |
|--------------------------------|
| AP Music Theory                |
| Music History and Appreciation |
| Music Theory and Composition I |

## **PERFORMING ARTS COURSE DESCRIPTIONS**

Avon High School is pleased to offer a state-approved pathway in Civic Arts. The Civic Arts pathway is earned through successful completion of required coursework **AND** community-based experiences including internships and community service that demonstrate employability skills. An e-portfolio documents the completion of all elements of the Civic Arts pathway. Students interested in the Civic Arts pathway should work closely with their counselor.

| <b>Civic Arts Local Pathways – ALL Cohorts: Classes of 2025, 2026, 2027 and 2028</b> |   |   |  |   |
|--|---|---|--|---|
| <b>Civic Arts Pathway</b>  | <b>Example Careers</b>                    | <b>Required Coursework I</b>  | <b>Required Coursework II</b>  | <b>Required Coursework III</b>  |
| Band   | Band Teacher/<br>Band Director            | Gold Band<br><b>OR</b><br>Jazz Band   | Principles of Teaching<br><b>OR</b><br>Principles of Business Management | Concert Band<br><b>OR</b><br>Symphonic Band   |
| Choir  | Choir Teacher/<br>Choir Director          | Black & Gold Choir<br><b>OR</b><br>Oriole Choir   | Principles of Teaching<br><b>OR</b><br>Principles of Business Management | Symphonic Choir<br><b>OR</b><br>Attraction<br><b>OR</b><br>Accents<br><b>OR</b><br>Allegros |
| Orchestra  | Orchestra Teacher/<br>Orchestra Director  | Concert Orchestra<br><b>OR</b><br>Intermezzo Orchestra  | Principles of Teaching<br><b>OR</b><br>Principles of Business Management | Philharmonic Orchestra<br><b>OR</b><br>Symphony Orchestra                                   |
| Theater  | Theatre Director/<br>Producer             | Theatre Arts<br><b>AND</b><br>Technical Theatre   | Principles of Teaching<br><b>OR</b><br>Principles of Business Management | Theatre Production<br><b>AND</b><br>Advanced Theatre Arts                                   |
| Dance  | Dance Teacher/<br>Dance Business<br>Owner | Dance Choreography I <b>AND</b><br>Dance Choreography II <b>AND</b><br>Dance Choreography III | Principles of Teaching<br><b>OR</b><br>Principles of Business Management | Dance Company<br><b>OR</b><br>Advanced Dance Technique                                      |

### **INSTRUMENTAL MUSIC COURSES**

Grades: 9, 10, 11, 12

Core 40 and AHD course

Successive semesters must be taken

One Semester—1 credit

Prerequisites: Middle School Band and Orchestra and Auditions

Students taking these courses are provided with a balanced comprehensive study of instrumental ensemble and solo literature. Time outside of the school day may be scheduled for dress 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.

#### **Choose from the following INSTRUMENTALS:**

##### **BEGINNING INSTRUMENTAL MUSIC - BLACK AND GOLD BAND (0809-0810)**

Grade: 9, 10, 11, 12

This is the required yearlong Band Class for all 9th Grade Brass and Woodwind Players. This band includes all non-marchers first semester of any grade level. **Audition Only.**

##### **INTERMEDIATE INSTRUMENTAL MUSIC – SYMPHONIC BAND (0801-0802)**

Grade: 9, 10, 11, 12

This is the required yearlong Band Class made up of Brass and Woodwind Players. **Audition Only.**

#### **INTERMEDIATE INSTRUMENTAL MUSIC – CONCERT BAND (0877-0878)**

Grade: 9, 10, 11, 12

This is the required yearlong Band Class made up of Brass and Woodwind Players. **Audition Only.**

#### **ADVANCED INSTRUMENTAL MUSIC – WIND SYMPHONY (0805-0806)**

Grade: 9, 10, 11, 12

This is the required yearlong Band Class made up of upper-class Brass and Woodwind Players. **Audition Only. Must be in Marching Band or be exempted by Band Director.**

#### **ADVANCED INSTRUMENTAL MUSIC – BRASS (0895-0896)**

Grade: 9, 10, 11, 12

This is a recommended Partner Class that may be taken along with the required Band Class for Brass Players. **Audition Only. Must be in band class.**

#### **ADVANCED INSTRUMENTAL MUSIC – WOODWINDS (0897-0898)**

Grade: 9, 10, 11, 12

This is a recommended Partner Class that may be taken along with the required Band Class for Woodwind Players. Students must be enrolled in band class.

#### **ADVANCED INSTRUMENTAL MUSIC – PERCUSSION (0874)**

This class is for fall Marching Band percussion students. 1st semester. **Audition Only.**

#### **INTERMEDIATE INSTRUMENTAL MUSIC – PERCUSSION “A” DRUMLINE (0872)**

2nd semester. **Audition Only.**

#### **ADVANCED INSTRUMENTAL MUSIC – PERCUSSION “WORLD” DRUMLINE (0875)**

2nd semester. **Audition Only.**

#### **BEGINNING INSTRUMENTAL MUSIC – CONCERT ORCHESTRA (0881-0882)**

Grades: 9, 10, 11, 12

This is a required yearlong Orchestra Class for String Players. **Audition Only.**

#### **INTERMEDIATE INSTRUMENTAL MUSIC – INTERMEZZO ORCHESTRA (0879-0880)**

Grades: 9, 10, 11, 12

This is a required yearlong Orchestra Class for String Players. **Audition Only.**

#### **INTERMEDIATE INSTRUMENTAL MUSIC – PHILHARMONIC ORCHESTRA (0883-0884)**

Grades: 9, 10, 11, 12

This is a required yearlong Orchestra Class for String Players. **Audition Only.**

#### **ADVANCED INSTRUMENTAL MUSIC – SYMPHONY ORCHESTRA (0885-0886)**

Grades: 9, 10, 11, 12

This is a required yearlong Orchestra Class for String Players. **Audition Only.**

#### **CHAMBER ORCHESTRA ENSEMBLE (0899-0900)**

Grades: 10, 11, 12

The Avon Chamber Orchestra is open to any sophomore, junior, or senior **also enrolled in** Symphony, Philharmonic, or Intermezzo Orchestra. The Avon Chamber Orchestra is a place for anyone who is looking to immerse in a realm of music that typically isn't offered year-round, specifically chamber music that features smaller instrumentation. It also offers a way to make deeper connections with your peers through a more interpersonal style of music. Featured in this course will be our Camerata Orchestra, our premier chamber ensemble that performs at ISSMA Solo and Ensemble and at high-profile community events.

### **SINFONIA ORCHESTRA (INTERMEDIATE) 0779-0800**

Grades: 9, 10, 11, 12

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 76 Indiana Department of Education High School Course Titles and Descriptions: 2023-2024 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.

### **JAZZ ENSEMBLE (0803-0804)**

Grades 9, 10, 11, 12

**Audition Only.**



## **VOCAL MUSIC COURSES**

Grades: 9, 10, 11, 12

Core 40 and AHD course

Successive semesters must be taken

One semester—1 credit

Prerequisites: None

Students enrolled in choir develop a balanced and comprehensive musicianship, as well as specific vocal and performance skills. Choir provides instruction in vocal development, performing, listening, and analyzing music. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Most choirs must be taken for successive semesters. The Level III classes require more outside time than the Level I and Level II classes.

**Choose from the following VOCAL MUSIC courses:**

### **Choral Music Level 1:**

#### **BEGINNING MALE CHOIR - ORIOLE CHOIR (0821-0822)**

Grade: 9

All incoming 9th grade males should enroll in this class if not selected for a level 3 choir. Other males might be enrolled in this class at the director's discretion. A small fee is required. Fundraising opportunities are available.

#### **BEGINNING TREBLE CHOIR – BLACK AND GOLD (0813-0814)**

Grade: 9, 10, 11, 12

All incoming 9th grade girls should enroll in this class if not selected for Vocal Jazz - female. Other females might be enrolled in this class at the director's discretion. A small fee is required. Fundraising opportunities are available.

### **Choral Music Level 2 (Intermediate Women's Chorus):**

#### **INTERMEDIATE WOMEN'S CHOIR - SYMPHONIC CHOIR (0823-0824)**

Grades: 10, 11, 12

This is an upper-class, women's concert choir. A small fee is required. Fundraising opportunities are available. **Audition only.**

### **Choral Music Level 3 REQUIRED COURSES (Advanced Treble Choir, Advanced Male Choir, Advanced Mixed Chorus):**

#### **ADVANCED TREBLE CHOIR - ALLEGROS (0817-0818)**

Grades: 10, 11, 12

This is the advanced female choir and must be taken for two semesters. A fee is required. Fundraising opportunities are available.

**Audition Only.**

#### **ADVANCED MIXED CHORUS—CHAMBER SINGERS (0825-0826)**

Grades: 10, 11, 12

This is the advanced mixed concert choir and must be taken for two semesters. A fee is required. Fundraising opportunities are available. **Audition Only.**

#### **Show Choir:**

#### **VOCAL ADVANCED JAZZ - ACCENTS (0865-0866)**

Grades: 10, 11, 12

This is a co-curricular choir. It must be taken for two semesters.

Prerequisites: All students in grades 10-12 in Accents are encouraged, but not required, to concurrently participate in either Advanced Mixed or Advanced Women's Choir. **Audition Only.**

*The Accents* is a co-curricular, advanced level, mixed gender show and Jazz choir. This ensemble performs advanced level music in a variety of styles at the highest degree of proficiency possible. This course provides students with opportunities to develop musicianship and specific performance skills through ensemble singing and choreography. Instruction is designed to integrate music study into other subject areas. Members are required to attend multiple rehearsals outside of regular school hours in preparation for performances. The Accents will perform at school concerts and a variety of other community performances and contests throughout the year. Some after school, evening and weekend time is required and members are expected to attend all rehearsals and performances. Members will be responsible for additional fees for participation. Fundraising opportunities for members are available.

#### **VOCAL JAZZ - ATTRACTION SHOW CHOIR (0843-0844)**

Grades: 9, 10, 11, 12

This is a co-curricular all female show choir. It must be taken for two semesters.

**Audition Only.**

Students are encouraged to also enroll in a concert choir. *Attraction* is a co-curricular, advanced level, all female jazz and show choir. The ensemble performs advanced level of music in a variety of styles. This course provided students with opportunities to develop musicianship and specific performance skills through ensemble singing and choreography. Instruction is designed to integrate music study into other subject area. Members are required to attend multiple rehearsals, performances, and competitions outside of the normal school day. Attendance at these events will be part of the student's grade. Members will be responsible for additional fees. Fundraising opportunities for members are available.



### **DANCE COURSES**

*The following credited Dance courses are not associated with the non-credited, extra-curricular activity, Avon Dance Team.*

*Dance classes may be taken multiple times.*

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. Activities are designed to develop students' ability to:

- translate ideas, images, emotions, perceptions, and personal experiences into movement
- improvise, using immediate and spontaneous responses:

- experiment and apply concrete and abstract concepts;
- produce a concept and design using a selection of style, content, and accompaniment;
- understand musical phrasing, rhythmic structures, meters, and musical application within choreography;
- research production and technical skills required for an actual performance; make interpretive decisions; and
- create and include accompaniment rehearsals, costume and props, and set and lighting design
- identify ways that dance reflects, records, and influences history
- identify patterns, relationships, and trends dance plays in at least two different cultures and discuss how aesthetic judgments vary between them
- research the origins of and the universal themes of dance

Using a modern dance-based approach, Dance courses explore movement as a creative art form. Student learning includes opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility, endurance, and care of the dance instrument while exploring improvisational and expressive movement and basic modern dance technique. Dance elements and basic principles of composition are studied and practiced. Through dance ensemble work, students use creative and critical thinking skills to create and communicate meaning through dance movement. Students experience the role of both choreographer and dancer and have opportunities to present their work. Through the study of dance in various cultures and historical periods, students broaden their understanding of dance as an art form. Students will explore a variety of career opportunities in dance as well as connections with other art forms and subject areas. Students will create a portfolio which contains written and/or visual examples of their work. Choreographic activities provide students opportunities to participate in roles as soloist, a choreographer or leader, and in a subject role. Students 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.

#### **DANCE CHOREOGRAPHY I (0852)**

Core 40 and AHD course

Grades: 9, 10, 11, 12

One semester—1 credit

Prerequisites: None

Successive semesters may be taken.

#### **DANCE CHOREOGRAPHY II (0853)**

Core 40 and AHD course

Grades: 9, 10, 11, 12

One semester—1 credit (*Successive semesters may be taken*)

Prerequisites: Successful completion of all previous levels of dance and Instructor approval

#### **DANCE CHOREOGRAPHY III (0854)**

Core 40 and AHD course

Grades: 9,10,11,12

One Semester—1 credit (*Successive semesters may be taken*)

Prerequisites: Successful completion of all previous levels of dance and Instructor approval

#### **ADVANCED DANCE TECHNIQUE (0859-0863)**

Core 40 and AHD course

Grades: 9,10,11,12

Two semesters—1 credit per semester (*Two semesters are recommended*)

Required: Two semesters of dance

Prerequisites: Placement Test

At the advanced level students are expected to learn phrases more quickly. Students work to develop an articulate, alert, and neutral body, ready for precise dancing with intricate coordination. Clarity, simplicity of movement, and attention to detail are key objectives. Advanced dancers are encouraged to take risks to expand the range of their movement practice. This class will focus on technique, strength, and flexibility.

#### **DANCE COMPANY I & II (0856-0857)**

Core 40 and AHD course

Grades: 9,10,11,12

Two semesters—1 credit per semester (*Required: Year-round Course*)

Prerequisites: Audition

This class is designed for members of the Avon Gold Dance Team. Students have the opportunity to experience professional performances and master classes during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for additional rehearsals and performances. A limited number of public performances will serve as a culmination of daily rehearsal and dance goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

#### **DANCE PERFORMANCE COLOR GUARD (0811-0812)**

***This is the Dance Course associated with the AHS Marching Black and Gold.***

Core 40 and AHD course

Grades: 9,10,11,12

Two semesters—1 credit per semester (*Required: Two semesters per year is **required** for this course*)

Prerequisites: Audition

*Dance Performance – COLOR GUARD* provides students with instruction in the development of skills in the art of performing various bodily movements in rhythm using musical accompaniment. Course content will include music terminology, note values, rhythms, meter, tempo, melodic content and contrast, music listening, performance techniques, choreography, costuming and makeup, and safety practices (warm up and cool down). The Avon color guards, which include dance, flags, rifles, and sabers, are a part of this curriculum. The dance class performs with the marching band in the fall and is a member of the Indiana High School Color Guard Association (IHSCGA) and Winter Guard International (WGI) during the winter months. Students are required to participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.



### **THEATRE COURSES**

#### **TECHNICAL THEATRE (1760)**

Core 40 and AHD Course

Grades: 10, 11, 12

One semester—1 credit

Prerequisite: None

*Technical Theatre* instruction combines the theories of design and stagecraft with the construction and operation of the various elements of technical theatre. Students are provided with opportunities to: 1) develop stage craft skills; 2) learn various techniques in scenery, lighting, sound, properties, costumes, and makeup; 3) practice theatre safety; 4) learn effective stage management and business plans. Career opportunities in Stage Production are also explored. Since this is a laboratory course, a minimum of fifty percent of the total instructional time is devoted to laboratory activities in which the pupil personally uses appropriate procedures and equipment in accomplishing the learning tasks.

#### **THEATRE ARTS (1761)**

Core 40 and AHD course

Grades: 9, 10, 11, 12

One semester—1 credit

Prerequisite: None

*Theatre Arts* instruction enables a student to: 1) improvise and write plays or scenes; 2) imaginatively express thoughts, feelings, moods, and characters; 3) apply techniques involving voice, gesture, facial expression, and body movements to reproduce the subtleties of language and voice inflection in conveying emotion and meaning. Students are introduced to warm-up activities for body and voice, including mime activities. Students develop skills enabling them to speak clearly and expressively with 1) appropriate articulation; 2) pronunciation; 3) volume; 4) stress; 5) rate; 6) pitch; 7) intonation. Using knowledge gained through the study of performance and production, students focus on solving the problems faced by actors, directors, and technicians. They refine their abilities to collaborate on performances, and they learn to constructively evaluate their own and other's efforts. Study includes activities from a variety of historical and cultural contexts. Students develop critical thinking skills through studying examples of theatre criticism followed by analyzing and evaluating live performances.

#### **ADVANCED THEATRE ARTS (1762)**

Core 40 and AHD course

Grades: 10, 11, 12

One semester—1 credit

Prerequisite: B- or better in Theatre Arts



Students enrolled in *Advanced Theatre Arts* read and analyze plays and apply criteria to make informal judgments. They draw on events and experiences to create scripted monologues, scenes, and one-acts. They create production designs – including make-up, costume, set, and publicity for a play. They will 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 ACTING (1764)**

Core 40 and AHD course  
One semester—1 credit

Grades: 10, 11, 12  
Prerequisite: Theatre Arts

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

#### **THEATRE PRODUCTION (1763)**

Core 40 and AHD course  
One semester—1 credit (*Successive semesters may be taken*) Prerequisite: Theatre Arts

Grades: 10, 11, 12

*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.

#### **THEATER ARTS HISTORY (1765)**

Core 40 and AHD course  
One semester—1 credit

Grades: 10, 11, 12  
Prerequisite: Theatre Arts

*Theatre Arts History* is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts History read and discuss significant plays from various periods and explore the interrelationship between theatre and history. These activities should incorporate elements of 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.



### **GENERAL MUSIC: MUSIC THEORY AND PIANO**

#### **PIANO AND ELECTRONIC KEYBOARD I (0860)**

Core 40 and AHD course  
One semester—1 credit

Grades: 9, 10, 11, 12  
Prerequisites: None

#### **PIANO AND ELECTRONIC KEYBOARD II (0861)**

Core 40 and AHD course  
One semester—1 credit

Grades: 9, 10, 11, 12  
Prerequisites: Beginning Piano and Electronic Keyboard or Audition

#### **PIANO AND ELECTRONIC KEYBOARD III (0862)**

Prerequisites: Piano and Electronic Keyboard I & II or Audition  
Grades: 9, 10, 11, 12

#### **PIANO AND ELECTRONIC KEYBOARD IV (0864)**

Prerequisites: Piano and Electronic Keyboard I, II, III, or Audition

Grades: 9,10,11,12

High school students taking this course are offered keyboard classes, including piano and electronic keyboard in order to develop music proficiency and musicianship. Each Piano Course has a different focus; *Piano I* - Music Reading and Rudiments of the Piano, *Piano II* - Finger Flexibility and Strength, *Piano III* – Concert Piano, and *Piano IV* – Pop Piano. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study in other subject areas on a beginning level. Students: (1) perform with proper posture, hand position, fingering, rhythm, and articulation; (2) compose and improvise melodic and harmonic material; (3) create and perform simple accompaniments; (4) listen to, analyze, sight-read, and study the literature performed; (5) study the elements of music as exemplified in a variety of styles; and (6) make interpretive decisions.

#### **MUSIC THEORY AND COMPOSITION I (0830)**

Core 40 and AHD course

One semester—1 credit

Grades: 9, 10, 11, 12

Prerequisites: None

Students taking these courses develop skills in the analysis of music and theoretical concepts. Students: (1) develop ear training and dictation skills, (2) compose works that illustrate mastered concepts, (3) understand harmonic structures and analysis, (4) understand modes and scales, (5) study a wide variety of musical styles, (6) study traditional and nontraditional music notation and sound sources as tools for musical composition, and (7) receive detailed instruction in other basic elements of music. Students have the opportunity to experience live performances, by professionals, during and/or outside of the school day. This course is a prerequisite for *AP Music Theory*.

#### **ADVANCED PLACEMENT (AP) MUSIC THEORY (0831-0832)**

Core 40 and AHD course

Two semesters – 2 credits

Grades: 11, 12

Prerequisites: Music Theory and Composition I

The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.

*AP Music Theory* focuses on musicianship, theory, musical materials, and procedures. AP Music Theory students will be required to read, notate, compose, perform, and listen to music. The development of aural skills is one primary objective of the course.

The student ability to read and write musical notation is fundamental. It is also assumed that the student has acquired performance skills in voice or on an instrument. The ultimate goal of this course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or present in a score. The course will instill mastery, speed, and fluency of various rudiments and terminologies of music, including notation, intervals, scales and keys, chords, metric organization, and rhythmic patterns. From these basic skills, the course will progress to include more sophisticated and creative tasks, such as: compositions of a bass line for a given melody, implying appropriate harmony, realization of a figured bass, realization of a Roman numeral progression and analysis of repertoire, including study of motive treatment, examination of rhythmic and melodic interaction between individual voices of a composition, and harmonic analysis of functional tonal passages. This course will emphasize procedures based on common-practice tonality: functional triadic harmony in traditional four-voice texture (with vocabulary including non-harmonic tones, seventh chords, and secondary dominants), tonal relationships, and modulation to closely related keys. Emphasis will also be placed on standard rhythms and meters, phrase structure, and small forms (e.g. rounded binary, simple ternary, theme, and variation and strophic).

#### **MUSIC HISTORY AND APPRECIATION (0820)**

Core 40 and AHD course

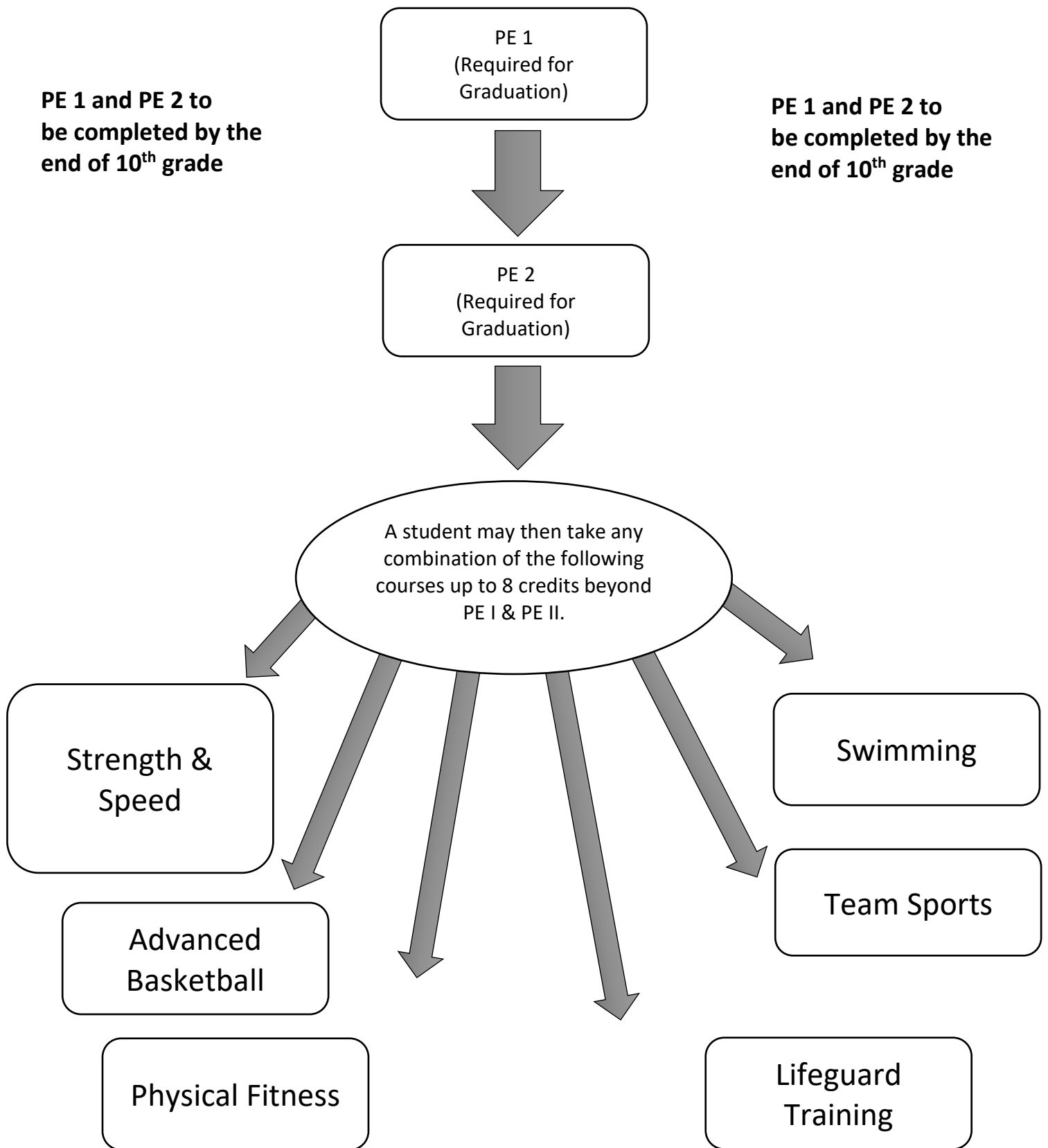
One semester—1 credit

Grades: 9, 10, 11, 12

Prerequisites: None

*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. Students will study various musical styles, including classical, blues, jazz, rock, and electronic music. Counts as a Directed Elective or Elective for all diplomas. Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

## PHYSICAL EDUCATION & HEALTH COURSES



## **PHYSICAL EDUCATION & HEALTH COURSE DESCRIPTIONS**

### **PHYSICAL EDUCATION I (1122)**

Core 40 and AHD

Prerequisite: None

One semester—1 credit

Suggested Grade: 9 – to be completed by the end of grade 10

**This course is required for graduation. See p. 13 for PE waiver information.**

*Physical Education I* will emphasize health-related fitness and development of the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition); (2) aerobic exercise; (3) team sports; (4) individual and dual sports; (5) outdoor pursuits; (6) aquatics; and (7) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. Students will be required to complete 15 hours of swimming. Swimming with goggles is recommended. Classes are coeducational unless the activity involves bodily contact or groupings are 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 restricted environment and must be based on individual assessment.

### **PHYSICAL EDUCATION II (1123)**

Core 40 and AHD

Prerequisite: None

One semester—1 credit

Suggested Grade: 9 – to be completed by the end of grade 10

**This course is required for graduation. See p. 13 for PE waiver information.**

*Physical Education II* continues to emphasize a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increases their knowledge of fitness concepts. It includes at least three different movement forms without repeating those offered in Physical Education I. Movement forms may include: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition); (2) aerobic exercise; (3) team sports; (4) individual and dual sports; (5) outdoor pursuits; (6) aquatics; and (7) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers. Classes are coeducational unless the activity involves bodily contact or groupings are 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 restricted environment and must be based on individual assessment.

### **HEALTH EDUCATION (1101)**

Core 40 and AHD

Prerequisite: None

One semester—1 credit

Suggested Grade: 9 or 10

**This course is required for graduation.**

High school *Health Education* provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Guide: (1) growth and development; (2) mental and emotional health; (3) community and environmental health; (4) nutrition; (5) family life; (6) consumer health; (7) personal health; (8) alcohol, tobacco, and other drugs; (9) intentional and unintentional injury; and (10) health promotion and disease prevention. Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students to understand that health is a lifetime commitment, by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.

### **PHYSICAL FITNESS (1137-1138)**

One semester—1 credit

Prerequisites: PE I, PE II

Grade Levels: 10, 11, 12

*This course is designed for the student who does not receive vigorous activity during an athletic season. Physical Fitness is an elective physical education course. Daily participation and proper dress is required. Failure to comply may result in removal from the course.*

*Physical Fitness* is designed to improve fitness levels and knowledge about fitness and training. Using a variety of cardiovascular devices, resistance exercises (weightlifting, calisthenics, or plyoball training), and fitness routines similar to those at health clubs, students will gain firsthand knowledge on how to create productive routines that are safe and progressive. Students will experience a variety of activities designed to increase cardio-vascular fitness and muscular strength. These programs will be designed to improve body composition on an individual basis through exercise and diet. Periodic fitness testing will test cardiovascular endurance, muscular endurance, and muscular strength.

The second purpose of this course is to help the student gain knowledge in the area of fitness that will lead to lifelong fitness habits. Students will investigate topics such as establishing a training heart rate, balanced diets, dietary supplements, choosing a fitness club, and creating fitness workouts that meet individual goals. The program may include resistance training, jogging, plyometric training, aerobic activities, flexibility routines, yoga, tai chi, and Pilates. This course is designed for the student who does not receive vigorous physical activity during the athletic season.

#### **TEAM SPORTS (1145-1146)**

One semester—1 credit

Prerequisite: PE I, PE II (C- or higher in both)

Grade Levels: 10, 11, 12

*Team Sports* is an elective physical education course. Daily participation and proper dress are required. Failure to comply may result in removal from the course. This course is designed for motivated students who are willing to participate in indoor and outdoor activities depending on the time of the year. This course covers the fundamentals of games such as softball, flag football, soccer, basketball, and volleyball. Rules, skills, and strategies of the various games are stressed.

#### **STRENGTH AND SPEED (1197-1198)**

One semester—1 credit

Grades: 9, 10, 11, 12

Prerequisites:

- Must have played on an AHS, AMS North or South athletic team the previous year or have a head coach's recommendation to enroll in the class.
- Must have earned a C or higher in previous PE course(s).
- Must maintain a C or better in the previous semester to remain in *Strength & Speed* and finish the sport in good standing
- Any non-athlete requesting to be in *Strength & Speed* must have completed a semester of physical fitness, earning a C or better, and have received recommendation from the Physical Fitness teacher of record.
- All non-athletes must have PE I and PE II completed before being admitted to the course.

*This course is for athletes who are preparing for a competitive season.*

*Strength and Speed* is an elective physical education course. Daily participation and proper dress is required. Failure to comply may result in removal from the course. This course is designed for those students who are training specifically for an Avon High School athletic team. Activities will involve classroom work, speed and agility drills, conditioning, and weightlifting. The classroom work will involve the history of weight training, lifting technique, spotting technique, and safety awareness. The drills will involve basic stretching, speed development, injury prevention, interval training, and weight training.

#### **ADVANCED BASKETBALL (1163-1164)**

One semester—1 credit

Prerequisite: PE I, PE II (C- or higher in both)

Grade Levels: 10, 11, 12

Advanced Basketball is an elective physical education course. Daily participation and proper dress is required. Failure to comply may result in removal from the course. This course incorporates fundamentals and strategies of basketball into daily activity. This course promotes and teaches the advantages of participating in this life-long activity. Sportsmanship, improvement of basketball skills and developing strategies are the key components of this course.

#### **SWIMMING (1161)**

One semester—1 credit

Prerequisites: PE I

Grades: 10, 11, 12

*Swimming* is an elective physical education course. Daily participation and proper dress are required. Failure to comply may result in removal from the course. The class is designed for students who wish to improve their swimming technique. Focus is placed on improving stroke technique and swimming conditioning. Swimming with goggles will be required.

**LIFEGUARD TRAINING (1107)**

One semester—1 credit

Prerequisite: PE I (C- or higher)

Grades: 9, 10, 11, 12

*Lifeguard Training* is an elective physical education course. Daily participation and proper dress is required. Failure to comply may result in removal from the course. This course is open to all students who are strong swimmers and have a desire to be a lifeguard. All lifeguard candidates must be able to swim 12 lengths of the pool in both freestyle and breaststroke as well as retrieve a ten-pound object from the bottom of the deep end of the pool before being considered for admission to the class. Students must be 15 years of age by the end of the semester in which the course is taken. You will become a certified American Red Cross lifeguard. The course also includes certification in CPR, first aid, and use of a defibrillator.

**LIFEGUARD II—AUDIT (1113)**

Prerequisites: Lifeguard Training

Grades: 9, 10, 11, 12

One semester – No credit, Paid Position

To be hired, a student must be a certified Red Cross lifeguard or have successfully completed Lifeguard Training. Students taking this course may not take a study hall during the same semester. A student, who is certified, may forfeit the one semester allowed study hall to work as a lifeguard for PE classes held in the pool. The student may be required to have an employment application (work permit) on file with the school corporation to be eligible for this paid position.

## SCIENCE COURSES

This chart is a suggested course of study. All final decisions should be made with the student's guidance counselor.

|                        | <b>HONORS/AP</b>   |  | <b>CORE 40</b>  | <b>Available Electives<br/>At This Level<br/>(PREREQUISITE/S REQUIRED<br/>for ALL elective courses)</b>   |
|------------------------|--|--|---|---|
| <b>9<sup>th</sup></b>  | CHEMISTRY I HONORS<br>or<br>CHEMISTRY I<br>or<br>PHYSICS I HONORS  | BIOLOGY I HONORS   | BIOLOGY I   | PLTW: PRINCIPLES OF BIOMEDICAL SCIENCE *  |
| <b>10<sup>th</sup></b> | **CHOOSE ONE:<br>AP CHEMISTRY<br>AP ENVIRONMENTAL SCIENCE<br>PHYSICS I HONORS<br>ANATOMY & PHYSIOLOGY HON  | **CHOOSE ONE:<br>CHEMISTRY I HONORS<br>PHYSICS I HONORS  | CHOOSE ONE:<br>INTEGRATED CHEMISTRY<br>AND PHYSICS<br>CHEMISTRY I<br>PHYSICS I                                  | ADV. SCI: BIOCHEMISTRY<br>ADV. SCI.: INTRO. TO FORENSIC SCIENCE<br>ORGANIC CHEMISTRY<br>PLTW: PRINCIPLES OF BIOMEDICAL SCIENCE *<br>PLTW: HUMAN BODY SYSTEMS *<br>ENVIRONMENTAL SCIENCE   |
| <b>11<sup>th</sup></b> | **CHOOSE FROM:<br>ANATOMY & PHYSIOLOGY HON<br>AP BIOLOGY<br>AP CHEMISTRY<br>AP ENVIRONMENTAL SCIENCE<br>AP PHYSICS C: MECH.<br>PHYSICS I HONORS                        | **CHOOSE FROM:<br>ANATOMY & PHYSIOLOGY HON<br>AP BIOLOGY<br>AP CHEMISTRY<br>AP ENVIRONMENTAL SCIENCE<br>AP PHYSICS C: MECH.<br>PHYSICS I HONORS                        | ELECTIVES<br><br>OR<br>INTEGRATED CHEMISTRY<br>AND PHYSICS<br>CHEMISTRY I<br>PHYSICS I<br>ENVIRONMENTAL SCIENCE | ADV. SCI: BIOCHEMISTRY<br>ADV. SCI.: HUMAN GENETICS<br>ENVIRONMENTAL SCIENCE<br>ADV. SCI.: INTRODUCTION TO FORENSIC SCIENCE<br>PLTW: PRINCIPLES OF BIOMEDICAL SCI.<br>PLTW: HUMAN BODY SYSTEMS<br>PLTW: MEDICAL INTERVENTIONS<br>ADV. SCI.: ZOOLOGY<br>ADV. SCI.: ORGANIC CHEMISTRY<br>PHYSICS II |
| <b>12<sup>th</sup></b> | **CHOOSE FROM:<br>ANATOMY & PHYSIOLOGY HON<br>AP BIOLOGY<br>AP CHEMISTRY<br>AP ENVIRONMENTAL SCIENCE<br>AP PHYSICS C: MECH.<br>AP PHYSICS C: ELEC. & MAG.<br>ELECTIVES | **CHOOSE FROM:<br>ANATOMY & PHYSIOLOGY HON<br>AP BIOLOGY<br>AP CHEMISTRY<br>AP ENVIRONMENTAL SCIENCE<br>AP PHYSICS C: MECH.<br>AP PHYSICS C: ELEC. & MAG.<br>ELECTIVES | ELECTIVES   | ADV. SCI: BIOCHEMISTRY<br>ADV. SCI.: HUMAN GENETICS<br>ENVIRONMENTAL SCIENCE<br>PLTW: HUMAN BODY SYSTEMS<br>PLTW: MEDICAL INTERVENTIONS<br>PLTW: BIOMEDICAL INNOVATIONS<br>ADV. SCI.: ZOOLOGY<br>ADV. SCI.: ORGANIC CHEMISTRY<br>ADV. SCI.: INTRODUCTION TO FORENSIC SCIENCE<br>PHYSICS II        |

\*Project Lead the Way: Principles of Biomedical Science is the only science elective course offered at grade 9. It must be taken concurrently with Biology I or Biology I Honors if enrolled during 9th grade. Chemistry I Honors, Chemistry I or Integrated Chemistry and Physics if enrolled during 10th grade. Students who complete all four years of the PLTW curriculum are recognized with cords for graduation.

\*\*All prerequisites must be met in order to enroll in any course (both elective and required)

**Department Chair: Mrs. Malari Williams**

## SCIENCE COURSE DESCRIPTIONS

| Career Pathways/Programs of Study – Cohorts: Classes of 2025, 2026, 2027, and 2028 |                           |                                   |  |                       |
|--|---------------------------|-----------------------------------|--|-----------------------|
| Pathway/Program of Study   | Example careers           | Principles Course                 | Concentrator Course A                      | Concentrator Course B |
| Biomedical Sciences & Technology   | Nurse, Medical Technician | Principles of Biomedical Sciences | Human Body Systems or Anatomy & Physiology | Medical Interventions |

### **PROJECT LEAD THE WAY: PRINCIPLES OF BIOMEDICAL SCIENCES (5218F-5218S)**

#### *Biomedical Sciences Pathway Course 1 of 3*

Core 40 and AHD Course Grades: 9, 10, 11

Two semesters—1 credit per semester

Prerequisites: Biology I, Biology I Honors (may be taken concurrently)

Principles of Biomedical Science is an academically rigorous course and is the first of four courses in the Project Lead the Way Biomedical Science pathway. Students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over two semesters, students are challenged in various scenarios including investigating a crime scene, analyzing blood and blood tests, diagnosing and proposing treatment to patients in a family medical practice, synthesizing multiple sets of data to diagnose patients, tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

\*Students are required to take the Project Lead the Way national End of Course assessment during the second semester of the course.

### **PROJECT LEAD THE WAY: HUMAN BODY SYSTEMS (5216F-5216S)**

#### *Biomedical Sciences Pathway Course 2 of 3*

Core 40 and AHD Course Grades: 10, 11, 12

Two semesters—1 credit per semester

Prerequisite: PLTW: Principles of Biomedical Sciences, grade of C- or better (may be taken concurrently), have taken or are currently taking Chemistry I or Chemistry I Honors

Human Body Systems is an academically rigorous course and is the second course in the Project Lead the Way Biomedical Science pathway. This course provides foundational knowledge and skills in anatomy and physiology, clinical medicine, and laboratory research. The course engages students in how this content can be applied to real world situations, cases, and problems. The HBS course includes interviews, challenges, and testimonials from biomedical professionals in a variety of settings—clinical, research, and public health. Through both individual and collaborative team activities, projects, and problems, students tackle real world challenges that biomedical professionals face in the field. Students work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. They explore BioDigital™ 3D interactive models, simulations, and assessments to visualize human anatomy and physiology. Students develop skills in technical documentation to represent and communicate experimental findings and solutions to problems, as well as skill in ethical reasoning and clinical empathy.

\*Students are required to take the Project Lead the Way national End of Course assessment during the second semester of the course.

### **PROJECT LEAD THE WAY: MEDICAL INTERVENTIONS (5217F-5217SA)**

#### *Biomedical Sciences Pathway Course 3 of 3*

Core 40 and AHD Course Grades: 11, 12

Two semesters—1 credit per semester

Prerequisite: PLTW: Human Body Systems or Anatomy & Physiology\*, have completed Biology I or Biology I Honors, have completed or currently taking Chemistry I or Chemistry I Honors, grade of C- or better (may be taken concurrently)



Medical Interventions is an academically rigorous course and is the third course in the Project Lead the Way Biomedical Science pathway. Students investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore how to prevent and fight infection, how to screen and evaluate the code in human DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Interventions are showcased across the generations of the family and provide a look at the past, present, and future of biomedical science.

\*Students are required to take the Project Lead the Way national End of Course assessment during the second semester of the course.

\*PLTW Biomedical Science program completion requires four PLTW courses. This completion is recognized with a graduation cord after the fourth PLTW course. Dual credit criteria and Grad Pathways criteria require Human Body Systems as the prerequisite for Medical Interventions.

#### **PROJECT LEAD THE WAY: BIOMEDICAL INNOVATIONS (5219F 5219S)**

Core 40 and AHD Course

Grade: 12

Two semesters—1 high school credit per semester

Prerequisite: PLTW: Medical Interventions (may be taken concurrently), grade of C- or better

Biomedical Innovations is the fourth course in the Project Lead the Way biomedical science program and is the senior capstone course. In Biomedical Innovations, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students 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. Throughout the course, students are expected to present their work to an audience that may include representatives from the local business and healthcare community.

After the completion of all four PLTW Biomedical Science courses, students in good standing are recognized with a graduation cord.

#### **BIOLOGY I (0921-0922)**

DOE Course Number: 3024

Grades: 9

Core 40 and AHD Course

Prerequisite: None

Two semesters—1 credit per semester

*Biology I* provides for a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students will be exposed to the history of the development of biological knowledge, various biological careers, and questions and problems related to personal needs and social issues. Laboratory and field investigations will be used in these studies.

#### **BIOLOGY I HONORS (0913T-0914T)**

DOE Course Number: 3024

Grades: 9

Core 40 and AHD Course

Prerequisite: Grade of B or better in Science 8

Two semesters—1 credit per semester

Students who enroll in these classes are expected to continue in an honors/accelerated course of study to prepare them for enrollment in AP Biology. It is expected that students who enroll in *Honors Biology* would have been successful students, receiving either an A or B in all science courses.

*Biology I Honors* provides for a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students will be exposed to the history of the development of biological knowledge, various biological careers, and questions and problems related to personal needs and social issues. While the minimum academic standards covered remain the same for Biology I and Biology I Honors, there will be differences in depth, speed, and methodology. These differences are also

reflected in the structure of the class, amount of independent work required, and assignments to be completed. Accelerated curriculum will be used; laboratory and field investigations will be extensive, in-depth, and will be approached in an accelerated fashion. Biology Honors is recommended for students interested in careers in science, math, engineering, technology, medicine, or other related fields.

**ANATOMY AND PHYSIOLOGY HONORS (0927-0928)**

DOE Course Number: 5276

Grades: 10, 11, 12

Core 40 and AHD Course

Prerequisite: Biology I OR Biology I Honors, AND Chemistry I OR  
Chemistry I Honors OR ICP with an A

Two semesters—1 credit per semester

*Anatomy and Physiology Honors* is an extended laboratory, field, and dissection-based course. Students enrolled in this course will examine the internal structures, functions, and processes of living organisms as well as the biochemistry involved in these processes. Students will refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of unifying body systems within an organism as a whole.

**ADVANCED SCIENCE: BIOCHEMISTRY (0950)**

DOE Course Number: 3092

Grade: 10, 11, 12

Core 40 and AHD Course

Prerequisite: Honors Chemistry or Chemistry I

One semester—1 credit

*Advanced Science: Biochemistry* is a one-semester course that extends fundamental concepts in chemistry, such as equilibrium, organic chemistry, acid/base chemistry, and thermodynamics into an exploration of the human cell. The content includes: 1) applying equilibrium processes to study biochemical reactions as well as cell structure, 2) studying the structure and function of amino acids and proteins, 3) analyzing the kinetic parameters of enzymes including different mechanisms of how drugs are used to inhibit enzymes, and 4) understanding and making connections in metabolism. The course is lab-based, and students will gain experience in various bio-techniques to investigate these topics. The minimum requirement is completion of Honors or General Chemistry although the preferred progression of this class would be a continuation of Organic Chemistry.

**ADVANCED SCIENCE: ZOOLOGY (0925)**

DOE Course Number: 3092

Grade: 10, 11, 12

Core 40 and AHD Course

Prerequisite: Bio/Honors Bio AND Chem/Honors Chem or Physics or  
Honors Physics

One semester—1 credit

*Advanced Science: Zoology* will provide students a project and dissection-based investigation into animal life. Laboratory and field investigations will be used to introduce the taxonomy of animals. The internal and external anatomy of animals from most of the phyla will be studied in lab format. Most Zoology labs will be centered on the dissection of many different animal organisms. Students will be exposed to the relationship between animals and their environment. In addition to this, students will study the various reproductive cycles, evolution of the animal kingdom, life cycles of animal phyla, and the organization of these animals.

**ADVANCED SCIENCE: HUMAN GENETICS (0907)**

DOE Course Number: 3092

Grades: 11, 12

Core 40 and AHD Course

Prerequisite: Biology I and Chemistry I

One semester—1 credit

Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental, or health-related issues. Students will learn about their genetic inheritance and how this inheritance influences who they are, their health, and their future children. Topics discussed include Cell Cycle and Cell Reproduction; Inheritance (Mendelian and beyond); DNA Structure; Gene Expression; Gene and Chromosome Mutations and Genetic Testing; and Genetic Technology. Students will complete a semester project over topics such as cancer, immunity, genetic testing, and genomics.

**AP BIOLOGY (0915-0916)**

DOE Course Number: 3020

Grades: 11, 12

Core 40 and AHD Life Science Course

Prerequisites: Biology I Honors and Chemistry I

Two semesters—1 credit per semester

**The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.**

*Biology, Advanced Placement* is a title covering a course that follows College Board national examination guidelines for Biology Advanced Placement. It follows a syllabus that is an accepted Advanced Placement curriculum and parallels the first semester (with many second semester topics) of the major state universities for students going into science related careers. Topics to be discussed include: 1) molecules and cells; 2) genetics of organisms and heredity of traits; 3) evolution; 4) meiosis and mitosis; 5) diffusion and osmosis; 6) cellular respiration; 7) transpiration; 8) animal behavior; 9) aquatic primary productivity; 10) enzyme activity; 11) plant pigments and photosynthesis; and 12) population genetics.

**AP ENVIRONMENTAL SCIENCE (0975-0976)**

DOE Course Number: 3012

Grades: 10, 11, 12

Core 40 and AHD Life Science Course

Two semesters—1 credit per semester

Prerequisites: Chemistry I Honors or Physics I Honors (grade of C or higher), or Chemistry I (grade of B or higher), or ICP and Environmental Science (grade of B or higher in both)

**The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.**

This course requires summer reading and assignments that will need to be completed prior to the start of the school year.

*Environmental Science, Advanced Placement* is a course based on content established by the College Board. 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. The AP Environmental Science course is designed to be the equivalent of a one semester, introductory college course in environmental science. Unlike most other introductory-level college science courses, environmental science touches on a wide variety of fields, including geology, biology, chemistry, and geography. It also emphasizes the study of environmental issues from a sociological or political perspective. Both the course and the College Board exam have a heavy emphasis on problem solving and laboratory techniques.

**ENVIRONMENTAL SCIENCE (0935-0936)**

DOE Course Number: 3010

Grade: 10, 11, 12

Core 40 and AHD Course

Prerequisites: Biology I AND Chemistry I or ICP

Two semesters—1 credit per semester

*Environmental Science* is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science acquire the essential tools for understanding the complexities of national and global environmental systems.

**ADVANCED SCIENCE: INTRODUCTION TO FORENSIC SCIENCE (0948)**

DOE Course Number: 3092

Grades: 10, 11, 12

Core 40 and AHD Course

Prerequisite: Biology I and Chemistry I

One semester—1 credit

*Students who enroll should enjoy doing hands-on laboratory work through the use of lab kits.*

*Forensic Science* is a hands-on, lab-based science course that utilizes analytical problem-solving skills and techniques to solve crimes. In the pursuit of justice, students will scrutinize details of hair, fingerprints, blood, and fibers. Students will investigate handwriting, measure footprints, and analyze toxicology results. This course provides opportunities in DNA profiling for paternity and criminology. Students will determine gender, height, and ethnicity of victims and then ascertain if victims have been moved based on livor mortis and figure the time of death based on rigor mortis and algor mortis. This course focuses on applied science skills to make fact-based conclusions supported with evidence collected, tested, and analyzed.

**INTEGRATED CHEMISTRY—PHYSICS (0943-0944)**

DOE Course Number: 3108

Grades: 10, 11, 12

Core 40 and AHD Course

Prerequisite: Algebra I (may be taken concurrently)

Two semesters—1 credit per semester

*Integrated Chemistry-Physics* introduces the fundamental concepts of scientific inquiry, the structure of matter, chemical reactions, forces, motion, and the interactions between energy and matter. This course will serve students as a laboratory-based introduction to possible future course work in chemistry or physics. The ultimate goal of the course is to produce scientifically literate citizens capable of using their knowledge of physical science to solve real-world problems and to make personal, social, and ethical decisions that have consequences beyond the classroom walls.

This course is for students who are not interested in pursuing a career that requires the study of chemistry or physics.

### **CHEMISTRY I (0951-0952)**

DOE Course Number: 3064

Grades: 9, 10, 11, 12

Core 40 and AHD Course

Prerequisites: Geometry (any level) (may be taken concurrently) and grade of C- or higher in Biology (any level)

Two semesters—1 credit per semester

*Chemistry I* allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and its chemical reactions. Students have opportunities to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers (3) cope with chemical questions and problems related to personal needs and social issues, and (4) learn and practice laboratory safety. Emphasis is placed on the process of learning skills needed for problem solving.

### **CHEMISTRY HONORS (0945-0946)**

DOE Course Number: 3064

Grades: 9, 10

Core 40 and AHD Course

Two semesters—1 credit per semester

Grade 9 Prerequisites: Successful completion of Algebra 1 with a B- or better in 8th grade as well as a B- or higher in HA 8th grade Biology. Must be concurrently enrolled in Honors Geometry or higher. *Note: 9th grade students falling below these thresholds would enroll in Chemistry 1*

Grade 10 Prerequisites: Successful completion of Algebra 1 with a B- or Geometry Honors in 9th grade as well as a B- or higher in Honors Biology during 9th grade. Must be concurrently enrolled in Honors Geometry or Honors Algebra 2 or higher. *Note: 10th grade students falling below these thresholds should enroll in Chemistry 1 or ICP*

Students who enroll in *Chemistry Honors* are expected to continue in an honors/accelerated course of study to prepare them for enrollment in advanced science classes such as AP Biology, AP Environmental Science, Anatomy, Physics, and AP chemistry upon recommendation of teacher. Foundational algebraic skills and claim, evidence, and reasoning writing is a critical portion of this course.

*Chemistry Honors* is an in-depth course that allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and its chemical reactions. Students have opportunities to: 1) gain an understanding of the history of chemistry; 2) explore the uses of chemistry in various careers; 3) explore the chemical questions and problems related to personal needs and social issues; and 4) learn and practice laboratory safety. Emphasis is placed on the process of learning skills needed for problem solving. While the minimum academic standards covered remain the same for *Chemistry Honors* and *Chemistry I*, there will be differences in depth, speed, and methodology. These differences are also reflected in the structure of the class, amount of independent work required, assignments to be completed and textbooks being used.

The *Chemistry Honors* curriculum will allow students to effectively explain and justify chemical phenomena in the laboratory setting and make models and predictions about the chemical phenomena experienced. *Chemistry Honors* is recommended for students interested in higher level science courses to help guide them towards careers in science, math, engineering, technology, medicine, or other related fields.

### **ADVANCED SCIENCE: ORGANIC CHEMISTRY (0947)**

DOE Course Number: 3092

Grades: 10, 11, 12

Core 40 and AHD Course

Prerequisite: Chemistry I Honors with a C- or higher or teacher One recommendation

semester—1 credit

This one-semester course is designed for students who have expressed an interest in a medical, pharmacy, chemical engineering, or any chemistry-based career. Organic chemistry is the study of carbon-containing compounds and their chemical and physical

properties. This course studies organic compounds, nomenclature, intermolecular forces, spectroscopy techniques, resonance, and organic reaction mechanisms. This course is intended to prepare students for what they might see in college organic chemistry and beyond. Complex experiments that span many days require that students to be actively present in class to get the most out of this course, as labs are unable to be made up outside of class. Students with a strong foundation in honors/AP chemistry are encouraged to take this class.

#### **AP CHEMISTRY (0953-0954)**

DOE Course Number: 3060

Grades: 10, 11, 12

Core 40 and AHD Course

Prerequisites: Chemistry I Honors with a grade of B or higher (or with teacher recommendation)

Two Semesters—1 credit per semester

**The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.**

*AP Chemistry* is a course that follows College Board entrance examination guidelines for *Advanced Placement Chemistry*. It follows a syllabus that is an accepted Advanced Placement Curriculum and parallels the first semester (with many second semester topics) of the major state universities for students going into science related careers. This course greatly expands on honors chemistry material/lab practices and introduces new topics such as equilibrium, kinetics, electrochemistry, and thermodynamics. Strong work ethic and math skills are encouraged. Summer work is assigned and due on the first day of class.

#### **PHYSICS I (0961-0962)**

DOE Course Number: 3084

Grades: 10, 11, 12

Core 40 and AHD Course

Prerequisite: Algebra I

Two semesters—1 credit per semester

*Physics I* is a study of 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. Students will develop an 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 through interactive labs and classroom activities.

#### **PHYSICS I HONORS (0957-0958)**

DOE Course Number: 3084

Grade: 9, 10, 11, 12

Core 40 and AHD Course

Prerequisite: B or higher in Geometry OR B or higher in Algebra II; 9<sup>TH</sup> grade students should have completed HA Biology & Honors Geometry in grade 8

Two semesters—1 credit per semester

Students who enroll in these classes are expected to continue in an honors/accelerated course of study to prepare them for enrollment in AP Physics. Math is a critical portion of this course.

*Physics Honors* aids students in synthesizing the fundamental concepts and principles concerning matter and energy through the laboratory study of mechanics, wave motion, heat, light, electricity, magnetism, electromagnetism, and atomic and nuclear physics. Primary emphasis is placed on mechanics and waves and on their physical principles by developing descriptive analyses and problem-solving skills. Students will also have opportunities to: 1) acquire an awareness of the history of physics and its role in the birth of technology; 2) explore the uses of its models, theories, and laws in various careers; and 3) explore physics questions and problems related to personal needs and social issues. While the minimum academic standards covered remain the same for *Physics I* and *Physics I Honors*, there will be differences in depth, speed, and methodology. These differences are also reflected in the structure of the class, amount of independent work required, assignments to be completed, and textbooks being used. Accelerated curriculum will be used while investigating possible answers to problems throughout the world. Laboratory and field investigations will be extensive, in-depth, and will be approached in an accelerated fashion. *Physics Honors* is recommended for students interested in careers in science, math, engineering, technology, medicine, or other related fields.

#### **PHYSICS II (0963-0964)**

DOE Course Number: 3086

Grades: 11, 12

Core 40 and AHD Course

Prerequisites: Physics I or Physics I Honors with a grade of C- or higher; Algebra I

Two semesters—1 credit per semester

*Physics II* is an extended laboratory, field, and literature investigations-based course. Students enrolled in *Physics II* investigate physical phenomena and the theoretical models that are useful in understanding large and small interactions. Students extensively explore the unifying themes of physics, including such topics and applications of physics as: energy and momentum in two dimensions; thermodynamics; fluids; electricity; simple and complex circuits; magnetism; electromagnetic induction; geometric optics; particle and wave nature of light; relativity; quantum mechanics; astronomy. Use of laboratory activities aimed at investigating physics questions and problems concerning personal questions and community issues related to physics are embedded within the course.

#### **AP PHYSICS C: MECHANICS (0965-0966)**

DOE Course Number: 3088

Core 40 and AHD Course

Two semesters—1 credit per semester

Grade: 11, 12

Prerequisites: Pre-Calculus or Calculus (may be taken concurrently) and completion of Physics I Honors (recommended grade of a B or higher)

**The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.**

*Mechanics* is a title covering a course that follows College Board entrance examination guidelines for *Advanced Placement Physics*. Laws and principles in mechanics will be reformulated using calculus. The course will prepare students for taking the College Board Examination test, *Physics C: Mechanics*. It is also a college preparatory course intended for future science and/or engineering majors. The content covered in this course will mirror content discussed in the first semester of most college Physics courses.

#### **AP PHYSICS C: ELECTRICITY & MAGNETISM (0977-0978)**

DOE Course Number: 3088

Core 40 and AHD Course

Two semesters—1 credit per semester

Grade: 12

Prerequisites: AP Physics C: Mechanics with a B+ or higher and AP Calculus (may be taken concurrently) OR AP Physics C: Mechanics and AP Calculus (may be taken concurrently)

**The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.**

*Electricity and Magnetism* is a title covering a course that follows College Board entrance examination guidelines for *Advanced Placement Physics*. Laws and principles in electricity, magnetism, and electromagnetism will be reformulated using calculus. The course will prepare students for taking the College Board Examination test, *Physics C: Electricity and Magnetism*. It is also a college preparatory course intended for future science and/or engineering majors. The content covered in this course will mirror content discussed in the second semester of most college Physics courses.

#### **EARTH AND SPACE SCIENCE (0933-0934)**

DOE Course Number: 3044

Core 40 Course

Two semesters—1 credit per semester

Grades: 9, 10, 11, 12 (Offered in OEC only)

Prerequisite: none

*Earth and Space Science* provides a study of the earth's lithosphere, atmosphere, hydrosphere, and its celestial environment. This course emphasizes the study of energy at work in forming and modifying earth materials, landforms, and continents through geological time. Students have opportunities to gain an understanding of the history of the development of the earth and space sciences, to explore the uses of knowledge of the earth and its environment in various careers, and to cope with problems related to personal needs and social issues. Students will also investigate the disciplines of astronomy, climatology, geology, meteorology, mineralogy, and oceanography.

## **SOCIAL STUDIES COURSES**

This chart is a suggested course of study. All final decisions should be made with the student's guidance counselor.

| <b><i>Grade Level</i></b> | <b>Honors/AP/<br/>Dual Credit Courses</b>  | <b>Required Core 40 Courses</b>  | <b>Available Electives</b>   |
|---------------------------|--|--|--|
| <i>9<sup>th</sup></i>     | Honors Geography & History of the World  | Geography & History of the World   | Indiana Studies  |
| <i>10<sup>th</sup></i>    | AP World History<br>AP European History  |  | AP World History<br>AP European History<br>Ethnic Studies<br>Indiana Studies<br>Current Events                         |
| <i>11<sup>th</sup></i>    | AP US History<br>VU American History 139/140<br>AP European History<br>AP Psychology | US History   | AP European History<br>AP Psychology<br>Psychology<br>Ethnic Studies<br>Indiana Studies<br>Current Events              |
| <i>12<sup>th</sup></i>    | AP Economics<br>AP Government<br>AP European History<br>AP Psychology                | Economics<br>Economics (Blended Learning)<br>US Government<br>US Government (Blended Learning)<br>US Government: We the People | AP European History<br>AP Psychology<br>Psychology<br>Sociology<br>Ethnic Studies<br>Indiana Studies<br>Current Events |

***Department Chair: Mr. Aaron Vogl***

## **SOCIAL STUDIES COURSE DESCRIPTIONS**

The **Indiana Academic Standards for Social Studies** provide standards for specific courses that focus on one of the five areas that make up the core of the social studies curriculum: History; Civics and Government; Geography; Economics; and Individuals, Society, and Culture (psychology, sociology, and anthropology). One of these content areas is the major focus of the course while the other areas play supporting roles or become completely integrated into the course content. Each high school course continues to develop skills for thinking, inquiry and research, and participation in a democratic society.

### **GEOGRAPHY AND HISTORY OF THE WORLD (1000-1001)**

Core 40 and AHD Course

Grade: 9

Two semesters—1 credit per semester

Prerequisite: None

**This course, Honors Geography and History of the World, or World History & Civilization is required for graduation.**

Students will develop and use elements of geography to better understand current events and issues facing the world today. These elements are: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society, and the Uses of Geography. Students will demonstrate an understanding of these elements of geography in a context of world history.

### **HONORS GEOGRAPHY AND HISTORY OF THE WORLD (1002T-1003T)**

Core 40 and AHD Course

Grade: 9

Two semesters—1 credit per semester

Prerequisites: Qualifying scores on various school administered assessment tests

**This course, Geography and History of the World, World History & Civilization is required for graduation.**

*Honors Geography and History of the World* is designed to assist students in the preparation for AP World History in the sophomore year. In addition, the course enables students to use geographical tools and skills and understand historic concepts and perspectives 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 text representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, 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.

### **AP WORLD HISTORY (1015-1016)**

Core 40 and AHD course

Grade: 10

Two semesters—1 credit per semester

Prerequisite: None - Successful completion of Honors Geography and History of the World is recommended.

**The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.**

The purpose of the *AP World History* course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms the organizing principle for dealing with change and continuity from that point to the present. Specific themes, mentioned above, provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. The course content is established by the College Board.



### **U.S. HISTORY (1021-1022)**

Core 40 and AHD course

Grade: 11

Two semesters—1 credit per semester

Prerequisite: None; however, successful completion of Honors

Geography, AP World History or AP European History is recommended.

**This course, AP US History, or VU American History is required for graduation.**

The course builds upon concepts developed in previous studies of American history and emphasizes national development from the late 19th Century to the 21st Century. After review of fundamental themes in the early development of the nation, students study the key events, persons, groups, and movements in the late 19th Century, the 20th Century, and the early 21st Century as they relate to life in Indiana and the United States.

### **VU AMERICAN HISTORY 139/140 (1091-1092)**

Core 40 and AHD course

Grade: 11

Two semesters—1 high school credit per semester/3 Vincennes University credits per semester

Prerequisite (meet one of the following):

- ACT Reading score of at least 17 **and** an ACT English Score of at least 15
- PSAT/SAT Reading score of at least 21/21 **and** an PSAT/SAT Writing score of at least 22/22
- Accuplacer Reading score of at least 231 **and** an Accuplacer Writing score of at least 231

**The expectation is for students who choose these courses to do so for DUAL CREDIT for potential of 3 college credits per semester. Each semester course is \$75 for the Vincennes University credits.**

All students receiving a grade of “C” or higher in this course will be eligible for college credit at any Indiana public institution. The student’s grade in this course is weighted at Avon High School. The curriculum for this course is largely established by Vincennes University. Major themes and development, in addition to significant people and events of American History, from the 15th to the 21st century will be studied. This course is designed and taught as an entry level college course with an emphasis on test grades. Students considering this class are encouraged to be strong readers and writers. This class includes a significant amount of classroom discussion and critical thinking.

### **AP U.S. HISTORY (1023-1024)**

Core 40 and AHD course

Grade: 11

Two semesters—1 credit per semester

Prerequisite: None; however, successful completion of AP World History is recommended.

**The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.**

This course utilizes all the Indiana State Standards for U.S History, building upon concepts developed in previous studies of American history and emphasizing national development from the late 19th Century, the 20th Century, and the early 21st Century. The course content is established by the College Board.

Additionally, this course is designed to prepare students to take for college credit the Advanced Placement U. S. History Exam. The demands of this course for academic excellence are equivalent to a full-year introductory college course. Students learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. This course demands that students be able to draw from a reservoir of systematic factual knowledge in order to exercise analytic skills intelligently. Intensive reading and writing will be a fundamental aspect of this course.

### **PSYCHOLOGY (1031)**

Core 40 and AHD course

Grades: 11, 12

One semester—1 credit

Prerequisite: None

This course provides students the opportunity to explore psychology as the scientific study of mental processes and behavior. Areas of study include the scientific method, development, cognition, personality, assessment and mental health, and the socio-cultural and biological bases of behavior.

### **AP PSYCHOLOGY (1033-1034)**

Core 40 and AHD course

Grade: 11, 12

Two semesters—1 credit per semester

Prerequisite: None—successful completion of an honors or AP science course is recommended.

**The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.**

*Advanced Placement Psychology* is a course based on content established by the College Board. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes. Topics include history of and approaches towards human behavior, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning and cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. This course places significant emphasis on the physiological aspects of the human brain and its functions so a strong understanding of this physiology is required for successful completion of the course.

### **U. S. GOVERNMENT (1041)**

Core 40 and AHD Course

Grade: 12

One semester—1 credit

Prerequisite: None

**This course, Blended Government, We The People, or AP Government is required for graduation.**

This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government.

### **U.S. GOVERNMENT—BLENDED LEARNING (1041B)**

Core 40 and AHD Course

Grade: 12

One semester—1 credit

Prerequisite: 2.75 GPA

**This course, regular U.S. Government, We The People, or AP Government is required for graduation.**

*Blended Learning U.S. Government* is a unique classroom experience, utilizing a traditional classroom and virtual learning environment that focuses on student independent discovery and learning. Students will spend time in the classroom with the teacher on required attendance days. On non-required attendance days, students will be responsible for course materials using the learning management system outside of the classroom. Students will be exempt from coming to school during that period on non-required days. Students participating in the blended learning course are expected to maintain a 75%, falling below a 75% will result in class exemption being revoked. Students in the blended learning class must possess a reliable laptop due to the online nature of the course. This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government.

### **WE THE PEOPLE (1045)**

Core 40 and AHD Course

Grade: 12

One semester – 1 credit  
or Teacher Recommendation

Prerequisite: VU U.S. History, AP U.S. History, or U.S. History with an A

**This course, regular U.S. Government, Blended Government, or AP Government is required for graduation.**

*We the People* is a one-semester, college-level course where students will study the U.S Government foundations and political theories with relationship to present-day laws. Students in this course will participate in the We the People competition, which is a simulated Congressional Hearing. This course satisfies the Indiana U.S Government requirement. This course will be offered only in the Fall Semester.

### **AP GOVERNMENT (1043-1044)**

Core 40 and AHD course

Grade: 12

Two semesters—1 credit per semester

Prerequisite: None—successful completion of AP U.S. History is recommended.

**This course, regular U.S. Government, We The People, or Blended Government is required for graduation.**

**The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.**

This course provides a framework for understanding the purposes, principles, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government.

In addition, this course prepares students for the Advanced Placement exam. There is a significant amount of analyzing and synthesizing of complex material. This course is the equivalent to a freshmen/sophomore university course. Focus will be placed on the interrelation between U.S. foreign policy implementation and domestic political pressures. The role and challenges of the U.S. in the international community will be a critical issue that will be examined in detail. The course is discussion-based with projects and papers regularly assigned. The course content is established by the College Board.

#### **ETHNIC STUDIES (1004)**

Core 40 and AHD course

Grades: 10, 11, 12

One semester—1 credit per semester

Prerequisite: None

*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.

#### **AP AFRICAN AMERICAN STUDIES (1049-1050)**

\*\*\*This course will be offered in 2025-2026\*\*\*

Core 40 and AHS course

Grades: 10, 11, 12

Two semesters – 1 credit per semester

*AP African American Studies* is an interdisciplinary course that examines the diversity of African American experiences and the diversity of Black communities in the United States through over 400 years of contributions. Students will explore a blend of history, literature, the arts, political science, geography, and science. Prominent themes include enslavement and resistance; Civil War and Reconstruction; African Americans' urbanization experiences; the development of the modern civil rights movement and its aftermath; African Americans' cultural celebration through the arts; and the thought and leadership of influential figures including but not limited to: Frederick Douglass, Booker T. Washington, Ida B. Wells-Barnett, W.E.B. Du Bois, Marcus Garvey, Martin Luther King Jr., and Malcolm X.

#### **SOCIOLOGY (1051)**

Core 40 and AHD course

Grade: 12

One semester—1 credit

Prerequisite: None

Students study human social behavior from a group perspective, including recurring patterns of attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students examine society, group behavior, and social structures, as well as the impact of cultural change on society, through research methods using scientific inquiry.

#### **ECONOMICS (1061)**

Core 40 and AHD Course

Grade: 12

One semester—1 credit

Prerequisite: None

**This course, Blended Economics, or AP Economics is required for graduation.**

This course examines the allocation of scarce resources and the economic reasoning used by people as consumers, producers, savers, investors, workers, voters, and as government agencies. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade.

#### **ECONOMICS—BLENDED LEARNING (1061B)**

Core 40 and AHD Course

Grade: 12

One semester—1 credit

Prerequisite: 2.75 GPA

**This course, regular Economics or AP Economics is required for graduation.**

*Blended Learning Economics* is a unique classroom experience, utilizing a traditional classroom and virtual learning environment that focuses on student independent discovery and learning. Students will spend time in the classroom with the teacher on required attendance days. On non-required attendance days, students will be responsible for course materials using the learning management system outside of the classroom. Students will be exempt from coming to school during that period on non-required days. Students participating in the blended learning course are expected to maintain a 75%, falling below a 75% will result in class exemption being revoked. Students in the blended learning class must possess a reliable laptop due to the online nature of the course.

This course examines the allocation of scarce resources and the economic reasoning used by people as consumers, producers, savers, investors, workers, voters, and as government agencies. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. This class will be offered either first or seventh period of the day.

### **AP ECONOMICS (1067-1068)**

Core 40 and AHD Course

Grade: 12

Two semesters—1 credit per semester

Prerequisite: None—successful completion of AP US History or an advanced mathematics course is recommended.

**This course, regular Economics or Blended Economics is required for graduation.**

**The expectation is that students taking this course will take the AP Microeconomics and the AP Macroeconomics exam at the end of the school year. This course is unique in that it will prepare students to take two AP exams.**

#### *Semester one: AP Microeconomics*

This portion of the course provides students with the content for the *AP Microeconomics* exam as established by the College Board. Topics include basic economic concepts, the nature and functions of product markets, factor markets, and efficiency, equity, and the role of government. Students will rely upon their ability to analyze the concepts of microeconomics and then to logically connect those concepts to real-world economic applications faced by individual and businesses.

#### *Semester two: AP Macroeconomics*

This portion of the course provides students with the content for the *AP Macroeconomics* exam as established by the College Board. Topics include basic economic concepts, measurement of economic performance, national income and price determination, economic growth, and international finance, exchange rates, and balance of payments. Students will rely upon their ability to analyze the characteristics of macroeconomics and then to logically connect those characteristics to real-world economic applications. Significant emphasis will be placed on the policies and actions taken by the government and agents of the government to establish a stable and productive economy.

### **AP EUROPEAN HISTORY (1018-1019)**

Core 40 and AHD course

Grade: 10, 11, 12

Two semesters—1 credit per semester

Prerequisite: None

**The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.**

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of

artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop 1) an understanding of some of the principal themes in modern European history; 2) an ability to analyze historical evidence and historical interpretation; and 3) an ability to express historical understanding in writing.

### **CURRENT PROBLEMS, ISSUES, AND EVENTS (1010)**

Core 40 and AHD course

Grades: 10, 11, 12

One semester – 1 credit per semester

Prerequisite: None

In this discussion-based course, students will study and involve themselves in the events of the world, as they unfold. *Current Events* provides students with the opportunity to investigate and inquire into the significant problems that affect local, national, and global issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning, biases,

and propaganda devices, and (3) stating and testing the contemporary historical significance of current events. \*It is recommended that students with a sincere desire to read, analyze, and actively discuss current news take this course.

**INDIANA STUDIES (1027)**

Core 40 and AHD course

One semester—1 credit per semester

Grades: 9, 10, 11, 12 (offered in OEC only)

Prerequisite: None

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

## **SPECIAL EDUCATION: RESOURCE DEPARTMENT COURSES**

- Students with an Individual Education Plan (IEP) are offered a continuum of services and courses designed to meet their unique learning needs. Individualized programming decisions are made for students at their case conference to ensure all high school coursework is completed in the least restrictive environment that meets the needs of the student.
- Students entering high school beginning in the 2019-2020 school year or after and identified via case conference committee decision as pursuing a Certificate of Completion course of study will be required to earn a minimum total 40 credits/applied units. It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned, and special education courses in which non-credit applied units are earned.

### **Credited Course(s) General Diploma Course of Study Only**

Biology – 2 semesters (0921G-0922G)  
Earth and Space Science – 2 semesters (0933G-0934G)  
Algebra I – 2 semesters (0733G-0734G)  
US Government (1041G)  
World History & Civilization (1013G)  
US History (1021G-1022G)  
English 9 (1703G-1704G)  
English 10 (1715G-1716G)  
English 11 (1727G-1728G)  
English 12 (1731G-1732G)

### **Other Credited Courses**

Business Math – 2 semesters (0238-0239)  
Basic Skills Math – 2 semesters (0707-0708)  
Peer Tutoring – Up to 2 semesters (1300)  
Academic Coaching (0703-0704)

### **Applied Unit Courses (Certificate of Completion Course of Study)**

Applied Government (1041A)  
Applied World History (1013A)  
Applied U.S. History (1021A-1022A)  
Applied Biology (0921A-0922A)  
Applied Earth & Space Science (0933A-0934A)  
Applied Algebra (0733A-0734A)  
Applied Geometry (0745A-0746A)  
Applied Personal Financial Responsibilities (0211A)  
Applied English 9 (1703A-1704A)  
Applied English 10 (1715A-1716A)  
Applied English 11 (1727A-1728A)  
Applied English 12 (1731A-1732A)  
Applied Prep for College and Careers (0240A)  
Applied Digital Apps and Responsibilities (0247A)  
Applied Adult Roles and Responsibilities (0580A)  
Applied Work Based Learning Capstone Multiple Pathways (5974A)  
Applied Health and Wellness (1101A)  
Applied Nutrition and Wellness (0521A)  
Applied 3-D Art (0110A)  
Applied Intro 2-D Art (0111A)  
Applied Interpersonal Relationships (0501A)  
Applied Current Health Issues (3508A)  
Applied Career Information and Exploration (1213A)  
Applied Career Exploration Internship (0530A)  
Applied Physical Education I (1122A)  
Applied Physical Education II (1123A)

***Assistant Principal Special Education: Mr. Robb King***

## **SPECIAL EDUCATION-RESOURCE PROGRAM**

### **ACADEMIC COACHING (0703-0704)**

One or two semesters – 1 credit per semester (8 credits max) Grades: 9, 10, 11, 12

Prerequisite: Teacher of Record recommendation

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, and the student's Individualized Education Program (IEP). Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.

### **BIOLOGY (0921G-0922G)**

Two semesters – 1 credit per semester

Grades: 9, 10

Prerequisite: None

This course is an adapted biology curriculum that meets state standards for credit. *Biology I* provides for a study of the structures and functions of living organisms and their interactions with their environment. This study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. This course is appropriate for students pursuing a General Diploma course of study.

### **UNITED STATES GOVERNMENT (1041G)**

One semester – 1 credit

Grades: 11, 12

Prerequisite: None

This course is an adapted *US Government* curriculum that meets state standards for credit. This course provides a framework for understanding the purposes, principles, and practices of American Government as established by the United States Constitution. Students are expected to understand their rights and responsibilities in local, state, and national government. This course is appropriate for students pursuing a General Diploma course of study.

### **UNITED STATES HISTORY (1021G-1022G)**

Two semesters – 1 credit per semester

Grades: 11, 12

Prerequisite: None

This course is an adapted *US History* curriculum that meets state standards for credit. *United States History* is a two-semester course that builds upon concepts developed in previous studies of US 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. Student are expected to trace and analyze chronological periods and examine the significant themes and concepts in US 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. This course is not appropriate for a student pursuing a Core 40 diploma.

### **WORLD HISTORY AND CIVILIZATION (1013G)**

One semester – 1 credit

Grades: 11, 12

Prerequisite: None

This course is an adapted *Modern World and Civilization* curriculum that meets state standards for credit. This course emphasizes key events and developments in the past that influenced peoples and places in subsequent eras. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issue-analysis, and decision-making. This course is appropriate for a student pursuing a General Diploma Course of Study.

**EARTH AND SPACE SCIENCE I (0933G-0934G)**

Two semesters – 1 credit per semester  
Prerequisite: None

Grades: 9, 10  
Available in OEC only

This course is an adapted earth science curriculum that meets state standards for credit. *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. This course is appropriate for students pursuing a General Diploma course of study.

**ALGEBRA I (0733G-0734G)**

Two semesters – 1 credit per semester  
Prerequisite: None

Grades: 9, 10

*Algebra I* is made up of 5 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.

**ENGLISH 9 (1703G–1704G)**

Core 40 and AHD Course  
Two semesters—1 credit per semester

Grade: 9

*English 9* offers an integrated study of literature, composition, and oral communications. Students write for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. Writing assignments encompass multiple types of writing including expository essays, persuasive essays, literary analysis, and technical writing assignments. The formal study of grammar, usage, spelling, and language mechanics is integrated into this study of writing. Structured vocabulary assignments provide opportunities for students to increase their fluency in both reading and writing.

**ENGLISH 10 (1715G–1716G)**

Core 40 and AHD course  
Two semesters—1 credit per semester

Grade: 10

*English 10* continues to make full use of many of the activities and skills of English 9 by offering an integrated study of literature, composition, and oral communications. Literature instruction focuses on opportunities to respond critically, reflectively, and imaginatively to literature and recognize the relevance of literature in today's world. The focus for the year is culture. Students will consider where they stand in a diverse world. Students write for various audiences and purposes. Students identify and employ various elements of effective writing in well-organized and grammatically correct descriptive, expository, argumentative, and narrative writings. The formal study of grammar and language mechanics is integrated into this study of writing. Frequent vocabulary practice allows the students to increase their fluency in both reading and writing. Students will also work with technology to create digital presentations.

**ENGLISH 11 (1727G–1728G)**

Core 40 and AHD Course  
Two semesters—1 credit per semester

Grade: 11

*English 11* continues an integrated study of literature, composition, and oral communications where the students can further develop their use of language as a tool for learning and thinking and as a source of pleasure. In *English 11*, students move from predominately analyzing and using the elements of written language to making judgments based on those analyses. All students use a grammatically correct style to produce a variety of writing forms including persuasive writing, synthesis and analysis of information from a variety of sources, completing complex forms, describing procedures, giving directions, and using graphic forms to support a thesis. Structured vocabulary assignments allow the students to increase their fluency in both reading and writing. The formal study of grammar, usage, spelling, and language mechanics will be integrated into the study of writing.



**ENGLISH 12 (1731G-1732G)**

Core 40 and AHD Course

Grade: 12

Two semesters—1 credit per semester

*English 12* focuses on improving students' communication and analytical skills to prepare them for college, career, and citizenship. Three activities will consume each 70-minute lesson: reading, writing, and discussion. Particular attention is paid to discerning how each student learns best. Students will read a variety of text to build cultural literacy and vocabulary and to expand their interests in the world around them. A variety of writing projects, combined with targeted writing craft lessons, will help students become comfortable writers.

**BASIC SKILLS MATH (0707-0708)**

Two semesters—1 credit per semester

Grades: 9, 10

Prerequisite: None

The goal of *Basic Skills Math* is to provide students with the mathematical background, skills, and thinking processes necessary for the successful completion of Algebra I. Topics include numerical and algebraic expressions, a brief review of integer operations, plotting points on the coordinate plane, solving linear equations, exponent rules, rational values/expressions, solving linear inequalities, graphing functions, solving systems of linear equations and inequalities, an introduction to polynomials, evaluating and simplifying square roots, the Pythagorean Theorem, the quadratic equation, and numerical relationships involving triangles and quadrilaterals. Basic Skills Math is offered for elective credit.

**BUSINESS MATH (0238-0239)**

Two semesters—1 credit per semester

Grades: 10, 11, 12

Prerequisite: None

*Business Math* provides solid understanding of application of money management skills, navigating industry specific technology and apps, establishing and managing budgets, and maintaining inventory for products and other necessary skills that provides the foundation for students interested in careers in business related fields and everyday life.

**PEER TUTORING (1300)**

One or two semesters—1 credit per semester

Grade Level: 10, 11, 12

General, Core 40, and AHD Course

Counts as an Elective for all diplomas

Prerequisites: Selection Process/Teacher Approval

Through helping relationships, their studies, and personal growth and development, this course provides high school students with an organized, exploratory experience to assist their peer students in a variety of educational settings for grades 9–12+. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in the field of education. *Peer Tutoring* experiences are preplanned by the cooperating teacher. It is conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies as they related to working with students with learning needs.

**APPLIED ALGEBRA (0733A-0734A)**

Two Semesters—1 unit per semester

Grades: 9, 10

Prerequisite: None

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

**APPLIED BIOLOGY (0921A-0922A)**

Two semesters – 1 unit per semester

Grades 9, 10, 11, 12

Prerequisite: None

*Biology I* incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three-dimensional understanding of Biology topics. Disciplinary Core Ideas for this course include From Molecules to Organisms, Ecosystems, Heredity and Biological Evolution. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

**APPLIED PERSONAL FINANCIAL RESPONSIBILITIES (0211A)**

One or two Semesters— 1 unit

Grades 11, 12

Prerequisite: Applied Algebra

*Applied Personal Financial Responsibility* addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build and apply skills in financial literacy and responsible decision making.

**APPLIED ENGLISH 9 (1703A-1704A), APPLIED ENGLISH 10 (1715A-1716A)**

Two Semesters - 1 unit per semester

Grades: 9, 10

Prerequisites: None

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

**APPLIED ENGLISH 11 (1727A-1728A), APPLIED ENGLISH 12 (1731A-1732A)**

Two Semesters – 1 unit per semester

Grades: 11, 12

Prerequisites: None

*English 11 and 12* is 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.

**APPLIED PREP FOR COLLEGE AND CAREERS (0240A)**

One Semester - 1 unit

Grades: 9, 10

Prerequisites: None

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

**APPLIED DIGITAL APPS AND RESPONSIBILITIES (0247A)**

One Semester – 1 unit

Grades: 11, 12

Prerequisite: Applied Prep for College and Career

*Applied Digital Applications and Responsibility* prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software 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 how to use digital devices and software to build decision-making and problem-solving skills.

**APPLIED ADULT ROLES AND RESPONSIBILITIES (0580A)**

One Semester—1 unit

Grades: 11, 12

Prerequisite: None

*Applied Adult Roles and Responsibilities* is recommended for all students as life foundations and academic enrichment for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and 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 that utilizes problem solving skills, communication, leadership, self-determination skills, management processes, and fundamentals to career and community membership success.

**APPLIED HEALTH AND WELLNESS (1101A)**

One Semester—1 unit

Grade: 9

Prerequisite: None

*Applied Health & Wellness* is a course based on Indiana's Academic Standards for Health & Wellness and provides the basis to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice the development of functional health information; determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; and develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. Priority areas include promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health.

**APPLIED NUTRITION & WELLNESS (0521A)**

One Semester—1 unit

Grades: 9, 10

Prerequisite: None

*Applied Nutrition and Wellness* is an introductory course valuable for all students as a life foundation and academic enrichment. This is a nutrition class that introduces students to only the basics of food preparation so 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. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied.

**APPLIED INTERPERSONAL RELATIONSHIPS (0501A)**

One Semester—1 unit

Grades: 9, 10, 11, 12

Prerequisite: None

*Applied Interpersonal Relationships* is a course that 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.

**APPLIED CURRENT HEALTH ISSUES (3508A)**

One Semester - 1 unit

Grades: 10, 11, 12+

Prerequisite: Applied Interpersonal Relationships

*Applied Current Health Issues* is an elective course focusing on specific health issues and/or emerging trends in health and wellness. 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.

**APPLIED INTRO TO 2-D ART (0111A)**

One Semester – 1 unit

Grades: 9, 10, 11, 12

Prerequisite: None

*Applied Intro to 2-D Art* is designed to give students a foundation in basic art skills, vocabulary, and art history. The primary focus of this course is the basic elements of 2-D art including drawing and painting. Throughout the course the students will gain knowledge of basic art history and art production.

**APPLIED CAREER INFORMATION AND EXPLORATION (1213A)**

Two Semesters – 1 unit per semester

Grades: 9, 10

Prerequisite: None

*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 in a school-based work experience.

**APPLIED WORK BASED LEARNING CAPSTONE MULTIPLE PATHWAYS (5974A)**

One Semester – 1 unit

Grades: 11, 12

Prerequisite: Applied Prep for College and Careers & Applied Digital Apps and Responsibilities

*Applied Work Based Learning Capstone* is an instructional strategy that prepares students for transition to employment in a career interest area. This strategy builds individual students' skills and knowledge within the area of interest. A training plan is developed by the student, teacher, and workplace mentor to guide the student's work-based learning experiences and assist in evaluating progress and performance.

**APPLIED CAREER EXPLORATION INTERNSHIP (0530A)**

*Participation is Instructor Approved*

Grades: 11, 12

Semester Participation Varies per Instructor

Prerequisite: Work Study Coordinator Approval

The *Applied Career Exploration Internship* course is an unpaid work experience in the school setting or community that provides for workplace learning in an area of student career interest. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

**APPLIED PHYSICAL EDUCATION I (1122A)**

One semester – 1 unit

Grades: 9, 10

*Applied Physical Education I* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in team sports that are within the framework of lifetime physical activities and fitness.

**APPLIED PHYSICAL EDUCATION II (1123A)**

One semester – 1 unit

Grades 11, 12+

*Applied Physical Education II* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in a variety of physical activities and fitness.

**APPLIED EARTH AND SPACE SCIENCE I (0933A-0934A)**

Two semesters – 1 unit per semester

Grades: 9, 10

Prerequisite: None

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

**APPLIED UNITED STATES HISTORY (1021A-1022A)**

Two semesters – 1 unit per semester

Grades: 11, 12

Prerequisite: None

*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.

**APPLIED GEOMETRY (0745A-0746A)**

Two semesters-1 unit per semester

Grades: 9, 12

Prerequisite: None

*Applied Geometry* provides experiences that deepen the understanding of shapes and their properties. Investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of angles, lines, planes, congruent and similar triangles, polygons, circles, and spatial drawings.

**APPLIED 3-D ART (0110A)**

One semester – 1 unit

Grades: 9, 12

Prerequisite: None

*Applied 3-D Art* is a course designed to give students a foundation of art skills. The primary focuses of this course are the elements and principles of art and basic sculpting techniques. Students will explore problem solving techniques while working with a variety of media. Students will gain knowledge in the areas of art history, art criticism, aesthetics, and art production. The combination of these four areas will allow the students to gain a well-rounded foundation and appreciation of art.

**APPLIED US GOVERNMENT (1041A)**

One semester – 1 unit

Grades: 11, 12

Prerequisite: None

*Applied 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; the rights and responsibilities of citizens; and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included.

**APPLIED WORLD HISTORY & CIVILIZATION (1013A)**

One semester – 1 Unit

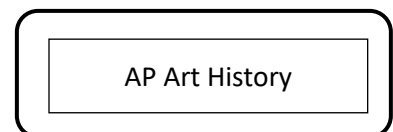
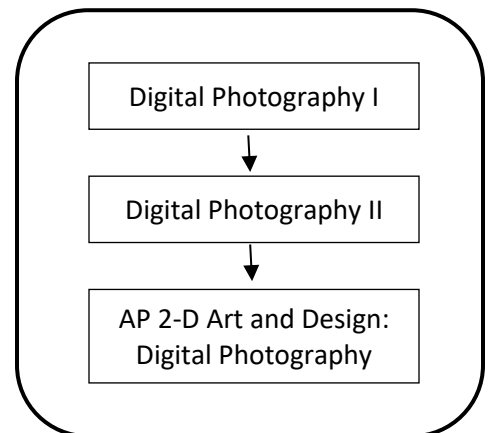
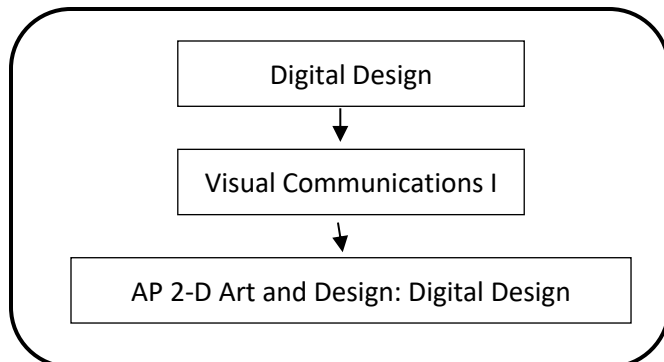
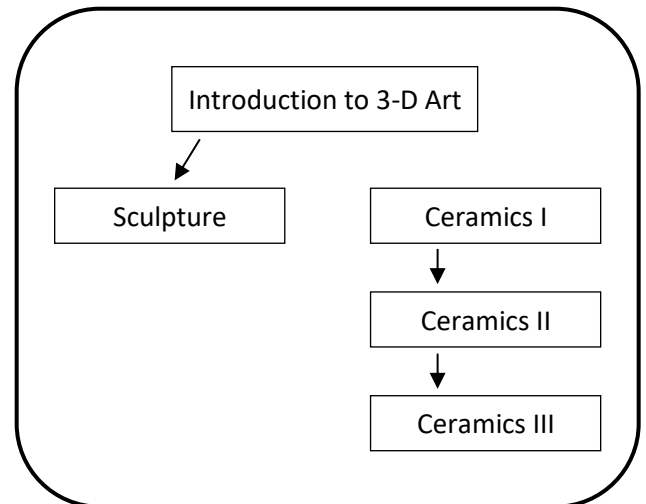
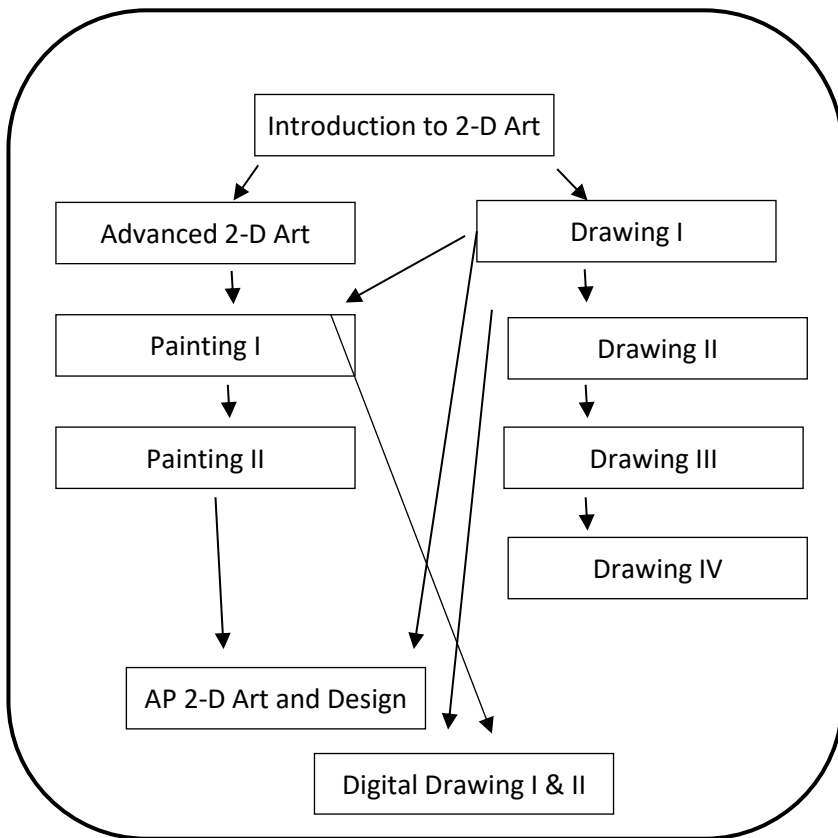
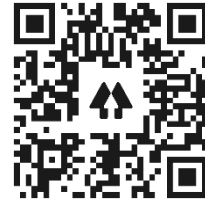
Grades: 11, 12

Prerequisite: None

*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.

## VISUAL ARTS COURSES

Scan code for more information:



Department Chair: Mrs. Sarah Fowler

## **VISUAL ARTS COURSE DESCRIPTIONS**

Avon High School is pleased to offer a state-approved pathway in Civic Arts. The Civic Arts pathway is earned through successful completion of required coursework **AND** community-based experiences including internships and community service that demonstrate employability skills. An e-portfolio documents the completion of all elements of the Civic Arts pathway. Students interested in the Civic Arts pathway should work closely with their counselor.

| <b>Civic Arts Local Pathways – ALL Cohorts: Classes of 2025, 2026, 2027, and 2028</b> |   |   |  |   |
|---|---|---|--|---|
| <b>Civic Arts Pathway</b>   | <b>Example Careers</b>                            | <b>Required Coursework I</b>                            | <b>Required Coursework II</b>  | <b>Required Coursework III</b>  |
| Visual Arts<br>2-D Path   | Art Teacher/2-D<br>Business Owner                 | Intro to 2-D<br><b>AND</b><br>Advanced 2-D              | Principles of Teaching<br><b>OR</b><br>Principles of Business Management | Drawing I <b>AND</b> Drawing II<br><b>OR</b><br>Drawing I <b>AND</b> Painting I<br><b>OR</b><br>AP 2-D Art and Design |
| Visual Arts<br>Digital Path   | Art Teacher/Digital<br>Designer/Business<br>Owner | Digital Design<br><b>AND</b><br>Visual Communications I | Principles of Teaching<br><b>OR</b><br>Principles of Business Management | AP 2-D Art and Design:<br>Digital Design  |
| Visual Arts<br>3-D Path   | Art Teacher/3-D<br>Business Owner                 | Intro to 3-D<br><b>AND</b><br>Ceramics I                | Principles of Teaching<br><b>OR</b><br>Principles of Business Management | Ceramics II <b>AND</b> Sculpture  |

### **INTRODUCTION TO TWO-DIMENSIONAL ART (0111)**

DOE Course Number: 4000

Grade Levels: 9, 10, 11, 12

Core 40 and AHD course

Prerequisite: none

One Semester—1 credit

This course is designed to give students a foundation of art skills needed to take advanced art courses. The primary focuses of this course are the elements and principles of art, basic drawing skills, and painting techniques. Students will explore problem solving techniques while working with a variety of media. Throughout the semester students will gain knowledge in the areas of art history, art criticism, aesthetics, and art production. The combination of these four areas will allow the students to gain a well-rounded foundation and appreciation of art.

### **ADVANCED TWO-DIMENSIONAL ART (0135)**

DOE Course Number: 4004

Grade Levels: 9, 10, 11, 12

Core 40 and AHD course

Prerequisite: Intro to 2-D Art with a C- or higher

One Semester—1 credit

Students in this course will expand on the sequential learning experiences that encompass art history, art criticism, aesthetics, and production skills learned in *Intro to 2-D*. Students will explore idea development, creative use of media and processes, major ideas and issues in the arts and create a portfolio of quality works. This course will encourage students to consider major questions and definitions in art; the search for and development of ideas; the search for personal themes; and the connection between the art world and the art student. Drawing, painting, printmaking, collage, and mixed media are some of the materials that will be explored at an advanced level. This course is suggested for students planning on taking *AP 2-D Art and Design*.

### **INTRODUCTION TO THREE-DIMENSIONAL ART (0110)**

DOE Course Number: 4002

Grade Levels: 9, 10, 11, 12

Core 40 and AHD course

Prerequisite: none

One Semester—1 credit

This course is designed to give students a foundation of art skills needed to take advanced Three-Dimensional art courses. The primary focuses of this course are the elements and principles of art and basic sculpting techniques. Students will explore problem solving techniques while working with a variety of media. Throughout these semesters, students will gain knowledge in the areas of



art history, art criticism, aesthetics, and art production. The combination of these four areas will allow the students to gain a well-rounded foundation and appreciation of art.

### **SCULPTURE (0177)**

DOE Course Number: 4044  
Core 40 and AHD course  
One Semester—1 credit

Grade Levels: 10, 11, 12  
Prerequisite: Intro 3-D Art, C- or higher (Ceramics I recommended)

This studio-based course builds on a working vocabulary and knowledge of tools, equipment and fabrication techniques explored in *Introduction to 3D Art*. Larger scale projects delving into sculptural processes and techniques will be introduced. Students use their advanced design skills to complete high-quality sculptures. The elements of art and principles of design will be incorporated into students' work. Students will engage in sequential learning experiences which encompass art history, art criticism, aesthetics, and production leading to the creation of portfolio-quality works.

### **DRAWING I (0123)**

DOE Course Number: 4060  
Core 40 and AHD course  
One Semester—1 credit

Grade Levels: 9, 10, 11, 12  
Prerequisite: Intro to 2-D, C- or higher

This class builds on the skills learned in *Intro to 2-D*. Students will be introduced to a variety drawing media and how to apply each to the paper to create realistic observational drawings. While working primarily in black and white, students will learn a variety of perception techniques, drawing styles, and methods of adding value. Exploration of the elements of art and principles of design will be incorporated into each of the projects. Students will be required to create and maintain a sketchbook throughout the semester.

### **DRAWING II (0147)**

DOE Course Number: 4060  
Core 40 and AHD course  
One Semester—1 credit

Grade Levels Eligible: 10, 11, 12  
Prerequisite: Drawing I, C- or higher

This class will introduce new and different techniques and subject matter from *Drawing 1*. The main focus of the semester is on portraiture and figure drawing but ending with some more conceptual themes. Students will be introduced to the use of color in drawing through means of colored pencil. Our focus will be to continue to hone in on technical skills and application of media.

### **DRAWING III (0149)**

DOE Course Number: 4060  
Core 40 and AHD course  
One Semester—1 credit

Grade Levels Eligible: 10, 11, 12  
Prerequisite: Drawing II, C- or higher

This course is intended to build upon skills learned in *Drawing I* and *Drawing II*. We will focus on contemporary topics in drawing and continue to hone in on technical skills. We will work in new media and revisit ones from previous classes. Projects will have focuses on specific subject matter to start and we will end the semester with artistic research and art making from that research.

### **DRAWING IV (0150)**

DOE Course Number: 4060  
Core 40 and AHD course  
One Semester—1 credit

Grade Levels Eligible: 11, 12  
Prerequisite: Drawing III, C- or higher

*Drawing IV* will introduce students into the world of conceptual art making. The focus is on student creativity and idea formation from a beginning prompt to head students in a particular direction. Over the course of the semester students will be able to use a variety of media ranging from pencil to oil pastel and everything in between. Students should expect to work with their own ideas and to be able to create their own artistic answers to the prompts.

### **DIGITAL DESIGN (0120)**

DOE Course Number: 4082  
Core 40 and AHD Course

Grade Levels Eligible: 9, 10, 11, 12  
Prerequisites: None

One semester - 1 credit  
Graduation Pathway: Graphic Design

*Digital Design* is an introductory art course that combines digital art application with introductory art techniques focused toward learning and applying the elements and principles of art. Students in *Digital Design* engage in sequential learning experiences that encompass the design process, basic drawing techniques, creative software application, art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. The course involves multi-media approaches to design, digitized imagery, illustration, typography, and other forms of print 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 through related careers. This class relies heavily on students' progressive mastery of computer design software.

**DIGITAL DRAWING (0146)**

DOE Course Number: 4060  
Core 40 and AHD course  
One semester – 1 credit

Grade Levels Eligible: 10, 11, 12  
Prerequisite: C- or better in Drawing I or Advanced 2D Art

*Digital Drawing* will explore 21<sup>st</sup> century media and teach students the skills and tools to be successful using classical art techniques with modern tools. This class will use digital media to build upon skills and techniques acquired in *Drawing I*. Students will be introduced to several digital drawing and illustration art platforms. Through these platforms, students will become skilled in creating artworks focusing on conceptual themes. A variety of methods to manipulate the digital media will be used in conjunction with an expansion on previously taught drawing skills and techniques which will result in a portfolio of quality work.

**DIGITAL DRAWING II (0145)**

DOE Course Number: 4060  
Core 40 and AHD course  
One semester – 1 credit

Grade Levels Eligible: 10, 11, 12  
Prerequisite: C- or better in Digital Drawing I

*Digital Drawing II* will continue to explore 21<sup>st</sup> century media and teach students the skills and tools to be successful using classical art techniques with modern tools. This class will use digital media to build upon skills and techniques acquired in *Digital Drawing I*. Students will be introduced to several digital drawing and illustration art platforms. Through these platforms, students will become skilled in creating artworks focusing on conceptual themes. A variety of methods to manipulate the digital media will be used in conjunction with an expansion on previously taught drawing skills and techniques which will result in a portfolio of quality work.

**VISUAL COMMUNICATION I (GRAPHIC DESIGN I) (0148)**

DOE Course Number: 4086  
Core 40 and AHD course  
One Semester—1 credit

Grade Levels Eligible: 9, 10, 11, 12  
Prerequisite: Digital Design, C- or higher

This course is designed to explore the various visual forms of communication, with a focus toward the art of graphic design during production. Emphasis will be placed on utilizing the design process to accomplish design problems. Students will create through a variety of approaches including, but not limited to, drawing, painting, collage, and the use and application of creative software (Photoshop and Illustrator) for art production. Students must utilize the design process and consider the relationship of artist and audience in developing artwork. Artwork will be designed to communicate a message in an artistically enticing yet effective format. Learning will highlight the use of typography, illustration, and image editing to address a visual communication problem. Former experience in drawing and an understanding of the elements and principles of design along with the desire to work digitally are required.

**AP 2-D ART AND DESIGN: DIGITAL DESIGN (0137-0138)**

DOE Course Number: 4050  
Core 40 and AHD course  
Two-semesters—1 credit per semester

Grade: 11, 12  
Prerequisite: Digital Design and Visual Communications I

***The expectation is that students taking this course are highly self-motivated and passionate about Digital Design work and will turn in their portfolio for AP review at the end of the school year.***

*AP Digital Design* is a course based on the content established by the College Board. Portfolios are designed for students who are seriously interested in the practical experience of art. AP Digital Design is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. Students must be prepared to work many hours on each project in order to complete the College Board requirement of AP quality artworks for the year.

This portfolio is intended to address a very broad interpretation of design issues. This type design involves purposeful decision-making about how to use the elements and principles of art in an integrative way.

Students will use Adobe Creative Cloud Software for this class, which is only available at school, unless students choose to purchase Adobe Creative Cloud for their own device (this is not an expectation), therefore, it is imperative that students are present in class in order to complete their work.

#### **AP 2-D ART AND DESIGN (0115-0116)**

DOE Course Number: 4050

Grade: 12

Core 40 and AHD course

Prerequisite: Art Dept. Approval (Intro to 2D Art & Drawing I recommended)

Two semesters—1 credit per semester

***The expectation is that students taking this course will submit the appropriate portfolio materials for review to the College Board at the end of the school year.***

This course is intended for students who are highly motivated to create their own creative artwork. It is strongly suggested that students have 2 or more semesters of 2-D art classes at the high school before taking *AP 2-D Art and Design* as a senior. Out of class work time is also required of students. The content of the course is designed by College Board to be a college level art class. Students will have the option to choose between two different portfolio types, Drawing and 2-D Design. Each portfolio type has specific requirements. Over the course of the school year students will create 12-15 pieces of artwork and will write about each artwork created. Summer portfolio work is also required of students the summer before beginning the course.

#### **PAINTING I (0124)**

DOE Course Number: 4064

Grade Levels Eligible: 10, 11, 12

Core 40 and AHD course

Prerequisite: Drawing I or Advanced 2-D Art, C- or higher

One Semester—1 credit

This class introduces students to three different kinds of painting media, acrylic paint, watercolor, and oil paint. We will create paintings with different subject matter that lend themselves to each media. We will have a large focus on color mixing and color perception as painting relies heavily on color.

#### **PAINTING II (0125)**

DOE Course Number: 4064

Grade Levels Eligible: 10, 11, 12

Core 40 and AHD course

Prerequisite: Painting I, C- or higher

One Semester—1 credit

In *Painting II* students will spend larger amounts of time on their paintings, giving them an opportunity to dive into technique and application of color. We will work with still life, portraiture, and abstraction over the course of the semester. Students will get to explore color theory throughout the semester while working on three intensive paintings.

#### **AP ART HISTORY (0113-0114)**

DOE Course Number: 4025

Grade Levels Eligible: 10, 11, 12

Core 40 and AHD course

Prerequisite: None-Honors/AP English & Social Studies recommended.

Two semesters—1 credit per semester

***The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.***

This course is designed to foster students' understanding of works of art and those who create them. Similar to a collegiate course in art history, students will explore art from Prehistory to Contemporary. Students should possess strong writing skills, a strong interest in history and the arts, as well as the ability to read and process large amounts of text. This two-semester course was created to prepare students to take the *Advanced Placement Art History* exam. It is highly recommended for students who are serious about continuing their art studies and all college bound students. *AP Art History* fulfills the entire Fine Arts requirement for the academic honors diploma.

**CERAMICS I (0172)**

DOE Course Number: 4040  
Core 40 and AHD course  
One Semester—1 credit

Grade Levels Eligible: 10, 11, 12  
Prerequisite: None, recommend Introduction to 3-D Art

*Ceramics I* is an entry level, proficiency based, studio class. Students will learn basic hand-building ceramic techniques and create clay projects using those techniques. Students will also get an introduction to and get to try the pottery wheel. Students will use creative problem-solving skills to formulate ideas for each project and will need to meet specific requirements for each required project. Students will learn entry level glazing techniques to create a functional, decorated surface on their ceramic projects. Emphasis will be placed upon developing skills and the proper use of techniques and tools/equipment. No previous ceramic or art knowledge are needed to excel in this course. This is a messy course and students must be prepared to get dirty every day.

**CERAMICS II (0174)**

DOE Course Number: 4040  
Core 40 and AHD course  
One Semester—1 credit

Grade Levels Eligible: 10, 11, 12  
Prerequisite: Ceramics I, C- or higher

*Ceramics II* is a proficiency-based studio class that will build on the skills/techniques learned in Ceramics 1. Students will use creative problem-solving skills to combine various hand-building ceramic techniques from ceramics 1, and further challenge their selves for each required clay project. Students will get more opportunities to create projects on the pottery wheel and learn and practice new wheel throw techniques to continue to get more comfortable on the pottery wheel. Students will learn more advanced glazing and decorating techniques and strive to make more professional looking finished ceramic projects. Emphasis will still be placed upon developing skills and the proper use of techniques and tools/equipment. This is a messy course and students must be prepared to get dirty every day.

**CERAMICS III (0176)**

DOE Course Number: 4040  
Core 40 and AHD course  
One Semester—1 credit

Grade Levels Eligible: 11, 12  
Prerequisite: Ceramics II, C- or higher, and instructor approval

*Ceramics III* is a proficiency-based studio class that will build on the skills/techniques learned in Ceramics I and II. In Ceramics III, an emphasis is placed on creating professional looking ceramic pieces and seeking out ceramic techniques and inspiration from ceramic artists. Students will have much more freedom to explore different techniques and project ideas and should always be looking to improve and expand their ceramic skill set. Because of the more independent atmosphere of the course, self-motivation will be very important. This is a messy course and student must be prepared to get dirty every day.

**DIGITAL PHOTOGRAPHY I (0164)**

DOE Course Number: 4062  
Core 40 and AHD course  
One Semester—1 credit

Grade Levels Eligible: 10, 11, 12  
Prerequisite: None

*Note: an 8GB flash drive is strongly recommended for this course*

This course is the study of photography and its role in our lives. Students will begin developing a photographic portfolio, which includes concentrated subject matter. The course emphasizes the correct use of a digital SLR camera, composition, aesthetics, introductory art terms, the elements and principles of art, creative editing software, (Photoshop, camera RAW) printing techniques, and the professional presentation of developed prints. Students can rent a camera from the school or can use their own digital SLR. Students interested in photography must understand that they will be required to complete shooting assignments outside of school while under a time constraint.

**DIGITAL PHOTOGRAPHY II (0165)**

DOE Course Number: 4062  
Core 40 and AHD course  
One Semester—1 credit

Grade Levels Eligible: 10, 11, 12  
Prerequisite: Digital Photography I, C- or higher

*Note: an 8GB flash drive is strongly recommended for this course*

This is the second level of digital photography. Students will continue to develop and refine their photo portfolio. The course emphasizes composition, digital processes, traditional and creative printing techniques, and professional presentation of processes prints. Students can rent a camera from the school or can use their own digital SLR. Students must complete shooting assignments outside of school while under a time constraint.

**AP 2-D ART AND DESIGN: DIGITAL PHOTOGRAPHY (0121-0122)**

DOE Course Number: 4050

Grade Level Eligible: 11, 12

Core 40 and AHD course

Prerequisite: Art Dept. Approval (Photography I & II strongly Two-recommended)

semesters—1 credit per semester

***The expectation is that students taking this course will turn in their portfolio for AP review at the end of the school year.***

*AP Digital Photography* is a course based on the content established by the College Board. Portfolios are designed for students who are seriously interested in the practical experience of art. AP Digital Photography is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. Students must be prepared to work many hours outside of class on each project in order to complete the College Board requirement of **at least 30 AP quality artworks for the year**.

This portfolio is intended to address a very broad interpretation of photographic design issues. This type of photography involves purposeful decision-making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate proficiency in camera work and post processing. Students will be able to rent a camera from the school for this course. However, students will not have access to this camera at all times; it will be shared with other AHS students. Therefore, it is strongly recommended that students have their own DSLR camera which would provide unlimited access to taking photos.

## **WORLD LANGUAGE COURSES**

This table shows a suggested course of study. All final decisions should be discussed with the student's guidance counselor.

| <b>FRENCH, GERMAN, JAPANESE, AND SPANISH®</b>  |
|--|
| Level 1  |
| Level 2^   |
| Level 3  |
| Level 4  |
| AP Language and Culture  |
| <i>Students must progress through the language levels in order. Students who begin language study in high school may only progress through four levels of a language. Please see the specific language descriptions in the following narrative section in order to understand prerequisites and expectations for language progression. Students are not permitted to complete online courses (for example: Edmentum or Indiana Online) for first time credit for language progression.</i> |

\*French and German students wishing to proceed beyond level III will have a conference with their teacher to determine if they should enroll in level IV or AP.

® A student who changes world languages after grade 10 is still able to complete the courses needed for an AHD as long as the student has successfully completed Levels 1 and 2 of one language with a grade of C- or above. The student must then complete two additional years of a world language a grade of C- or above to receive the AHD.

^Only freshmen who have successfully completed Level 1 of Spanish or Japanese in middle school may begin Spanish or Japanese Level 2 courses at AHS. All other freshmen may begin at Level 1 of any language offered.

\*Native or heritage speakers of the languages offered may test into advanced levels per departmental procedure (Mrs. Juli Robinson is the department liaison for placement of native/heritage speakers of Spanish).

**Department Chair: Mr. Chad Seals**

## **WORLD LANGUAGE COURSE DESCRIPTIONS**

**World Language** courses encompass five goal areas that explain the reasons for their study: Communication, Cultures, Connections, Comparisons, and Communities as defined below:

Communication, or communicating in languages other than English, is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through reading of literature. Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language; in fact students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides connections to additional bodies of knowledge that are unavailable to monolingual English speakers. Through comparisons and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of the world exist. Together, these elements enable the student of languages to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways (Standards for World Language Learning in the 21st Century; 2006, p. 31).

**World Language** study is intended to be completed as a sequence. At the end of this sequence, students will be able to listen to and read various selections in the target language combine the language with other content areas to enhance the use of the target language, utilize the target language in multiple situations and understand the essence of language usage in various cultural contexts.

### **FRENCH I (0411-0412), GERMAN I (0421-0422), JAPANESE I (0461-0462), SPANISH I (0431-0432)**

Core 40 elective and AHD courses

Grades: 9, 10, 11 or 12

Two semesters—1 credit per semester

No prerequisites first semester; passing grade in previous semester is required to continue. Students earning a grade of D+ or lower will be reviewed for progression to the next semester. Alternative placement due to previous non-high school study, world exchange student status, or native/heritage language may be granted based upon performance tests and department chair/liaison principal approval.

*Level 1 World Language courses based on Indiana's Academic Standards for World Languages and ACTFL National Performance Guidelines; introduce students to effective strategies for beginning World Language learning including introduction to various aspects of the target language cultures. 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 interpretive skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products, and perspectives of the cultures being studied; recognize basic routine practices of the target language culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of language and culture to the greater community.*

### **FRENCH II (0413-0414), GERMAN II (0423-0424), JAPANESE II (0463-0464), SPANISH II (0433-0434)**

Core 40 elective and AHD courses

Grades: 9, 10, 11 or 12

Two semesters—1 credit per semester

Prerequisite for first semester: passing grade in both semesters of Level I study; passing grade in previous semester is required to continue. Students earning a grade of D+ or lower will be reviewed for progression to the next semester. It is recommended that students earning a grade below C- do not progress to Level 3. Alternative placement due to previous non-high school study, world exchange student status, or native/heritage language may be granted based upon performance tests and department chair/liaison principal approval.

*Level 2 World Language courses based on Indiana's Academic Standards for World Languages and ACTFL National Performance Guidelines; build upon effective strategies for world 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 in appropriate formats with greater independence. This course also emphasizes the development of interpretive skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by sharing 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 the target 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 language and culture to the greater community.

**FRENCH III (0415-0416), GERMAN III (0425-0426), JAPANESE III (0465-0466), SPANISH III (0435-0436)**

Core 40 elective and AHD courses

Grades: 9, 10, 11 or 12

Two semesters—1 credit per semester

Prerequisite for first semester: passing grade in all semesters of Levels 1 and 2.

Recommended for first semester: a grade of C- or higher in the second semester of Level II. Students earning a grade of D+ or lower in the first semester of Level III will be reviewed for progression to the next semester. Alternative placement due to previous non-high school study, world exchange student status, or native/heritage language may be granted based upon performance tests and department chair/liaison principal approval.

*Level 3 World Language courses based on Indiana's Academic Standards for World Languages and ACTFL National Performance Guidelines; build upon effective strategies for world language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of interpretive skills, such as utilizing cognates, synonyms, and antonyms to derive meaning from written and oral information and comprehending detailed written or oral directions. Students will address the presentational mode by sharing student-created material on a variety of topics, as well as by reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of the target cultures through recognition of the interrelation of their practices, products, and perspectives; discussion of significant events of the target culture; and investigation of elements that shape cultural identity therein. This course further emphasizes making connections across content areas as well the application of language and culture to the greater community.*

**FRENCH IV (0417-0418), GERMAN IV (0427-0428), JAPANESE IV (0467-0468), SPANISH IV (0437-0438)**

Core 40 elective and AHD courses

Grades: 9, 10, 11 or 12

Two semesters—1 credit per semester

Prerequisite for first semester: passing grade in all semesters of Levels I, II and III study; passing grade in previous semester is required to continue. Students earning a grade of D+ or lower will be reviewed for progression to the next semester. Alternative placement due to previous non-high school study, world exchange student status, or native/heritage language may be granted based upon performance tests and department chair/liaison principal approval.

*Level 4 World Language courses based on Indiana's Academic Standards for World Languages and ACTFL National Performance Guidelines; provide a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of the target cultures through explanation of factors that influence their practices, products, and perspectives; reflecting upon and comparing systems of the target culture and the students' 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 language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native speakers.*

**AP FRENCH LANGUAGE (0471-0472), AP GERMAN LANGUAGE (0473-0474), AP SPANISH LANGUAGE (0475-0476), AP JAPANESE LANGUAGE (0477-0478)**

Core 40 elective and AHD course

Grades: 9, 10, 11 or 12

Two semesters—1 credit per semester

Prerequisite for first semester: passing grade in all semesters of Levels I, II, III and IV\* study \*(Level III for French and German); passing grade in previous semester is required to continue. Students earning a grade of D+ or lower will be reviewed for progression to the next semester. Alternative placement due to previous non-high school study, world exchange student status, or native/heritage language may be granted based upon performance tests and department chair/liaison principal approval.



**The expectation is that students taking this course will take the corresponding AP exam at the end of the school year.**

*AP World Language courses* follow the College Board examination guidelines in preparation for Advanced Placement Language. AP World Language courses are intended to be roughly equivalent both in content and difficulty to advanced level college World Language courses. The exam presupposes extensive language development leading to this additional year of advanced course work. The courses will emphasize the use of the language for active communication. Instructional content will reflect interests shared by the students and the teachers. The courses will help prepare students to demonstrate interpersonal, interpretive, and presentational communication, as well as the aforementioned goal areas for all World Language levels.

## **NON-DEPARTMENTAL COURSES**

### **JOBS FOR AMERICA'S GRADUATES (JAG) (1800-1801)**

Core 40 and AHD elective

Grades: 11, 12

Two semester course, 1 credit per semester, 4 credits maximum

Prerequisite: counselor recommendation

*Jobs for America's Graduates (JAG)* is a state-based, national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career. JAG students receive adult mentoring while in school and one year of follow-up counseling after graduation. The JAG program is funded through grants provided by the Indiana Department of Workforce Development.

### **LIBRARY MEDIA (1780)**

Core 40 and AHD elective

Grades: 9, 10, 11, 12

One semester—1 credit

Prerequisite: [Online Application required](#) from the AHS Library (Link available under "Academic Programming" on Guidance webpage).

*Library Media* is the study and application of procedures based on library science theory. Students examine the role of library and technology in the current Information Age. Students use electronic resources for specific research needs and will read books and complete projects related to the books read. Students may take this course for credit once.

## **NON-DISCRIMINATION STATEMENT**

Avon Community School Corporation does not discriminate on the basis of race, religion, color, sex, national origin, age, disability, sexual orientation, genetic information, or veteran status in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. Avon Community School Corporation Career and Technical Education department does not discriminate in enrollment or access to any of the programs available at the high school or career/technical education center. The lack of English language skills shall not be a barrier to admission or participation in the activities and programs. The Avon Community School Corporation also does not discriminate in its hiring or employment practices.

This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions, complaints, or requests for additional information regarding these laws may be forwarded to the designated compliance coordinator(s).

### **Students**

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