

# **Southmont High School Curriculum Guide**

## **2024-2025**

**Course Descriptions**

**Policies and Procedures**

A large, light gray watermark of the Southmont High School logo is centered in the background. It features a circular emblem with a graduation cap at the top, a leaf on the left, and a gear on the right. A red banner across the middle contains the word "SOUTHMONT" in white. Below the banner, the text "EST. 1971" is visible, and at the bottom, "SOUTHMONT SCHOOLS" is partially visible.

# **SOUTHMONT**

**EST.**

**1971**

### **Mission Statement:**

**“To empower students to think critically, act responsibly, and pursue excellence.”**

### **Vision Statement:**

**“Creating an environment of student learning and achievement”**

The teachers, counselors, and administration at Southmont High School are excited to present this Curriculum Guide to you and your families to help you plan your high school courses and curriculum.

In this guide you can find detailed information about Indiana's graduation requirements and the many course offerings and opportunities available here at Southmont. These four years are your chance to explore the many college and career options available to you and to develop the skills necessary to meet your future goals with success. Your counselors and teachers are ready to help guide and assist you as you plan your future courses.

We encourage you to plan a program which challenges you appropriately, sets realistic goals, and enables you to take advantage of the diversified offerings which are available. Thoughtful and thorough planning between you, your parents and guardians, and your counselors and teachers is essential to prepare yourself for a challenging and rewarding high school experience and future success in your college and career goals. The offering outlined in this handbook will prepare you for a wide variety of postsecondary options available today, whether those involve college, career and technical training, the military, or the workforce. We look forward to helping you plan and meet your future goals!

## **SCHOOL ADMINISTRATORS AND STAFF**

### ADMINISTRATION, SOUTHMONT HIGH SCHOOL

Ashley Hammond	Principal
Raymond Jones	Assistant Principal
Aaron Charles	Athletic Director
Kelley Hopkins	Main Office Secretary
Valerie Rose	Treasurer
Sadie McCormick	School Nurse

### COUNSELING DEPARTMENT, SOUTHMONT HIGH SCHOOL

Brad Acton	Counselor, Students A-K
Kelsey Feese	Counselor, Students L-Z
Melissa Surber	Counseling Secretary & Registrar
Michael Byrum	Graduation Pathways Coordinator

## **GRADUATION PATHWAYS REQUIREMENTS**

In order to graduate from Southmont High School and participate in commencement, students must successfully fulfill all of the requirements of the Graduation Pathways outlined on the following pages. You can find more information about the Graduation Pathways on the Indiana Department of Education's website here: <https://www.in.gov/doe/students/graduation-pathways/>

### **DIPLOMA TYPES AND REQUIREMENTS**

In order to earn a high school diploma, students must meet the requirements of one of the following diploma types:

- Core 40
- Core 40 with Academic Honors
- Core 40 with Technical Honors

Credit for a course is earned by completing the course with a grade of 60% or higher. The final course grade will become a part of the student's permanent academic record.

# INDIANA CORE 40 DIPLOMA (40 CREDITS)



Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

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

Schools may have additional local graduation requirements that apply to all students (not required for students with an IEP).

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

\*\*SAT scores updated September, 2017

\*\*\*WorkKeys assessment titles updated, 2018

## **HONORS DIPLOMAS**

The purpose of the Honors Diplomas is to encourage and reward students who pursue a rigorous, advanced course of study during the high school years. Earning either of these diplomas requires a total of 47 credits.

### **CORE 40 WITH ACADEMIC HONORS (47 CREDITS)**

- Complete all Core 40 requirements (Some electives are replaced with additional classes below)
- Earn 2 additional Core 40 Math credits
- Earn 1 credit in Speech
- Earn 6-8 credits in World Language (6 credits in one language or 4 credits in each of two separate languages for a total of 8 language credits)
- Earn 2 Core 40 Fine Arts credits
- Earn a grade of C (73%) or better in all courses that count towards the diploma
- Have a GPA of 3.0 (B average) or better
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved list.
  - C. Earn two of the following:
    - 1. A minimum of 3 verifiable transcribed college credits from approved dual credit list,
    - 2. 2 credits in AP courses and corresponding AP exams,
    - 3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a combined score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on evidence-based reading and writing sections
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 5 credits in IB courses and take corresponding IB exams

### **CORE 40 WITH TECHNICAL HONORS (47 CREDITS)**

- Complete all Core 40 requirements (Some electives are replaced with additional classes below)
- Earn 1 credit in Speech
- Earn a grade of C (73%) or better in all courses that count towards the diploma
- Have a GPA of 3.0 (B average) or better
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  - 1. State approved, industry recognized certification or credential, or
  - 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Complete one of the following,
  - A. Any one of the options (A – F) of the Core 40 with Academic Honors diploma
  - B. Earn the following scores or higher on WorkKeys: Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

**\*Diploma Requirements are subject to required changes from the Indiana Department of Education.**

## **GRADUATION PATHWAYS WAIVER**

Students may receive a Graduation Pathways Postsecondary-Readiness Competency Waiver

1. if

- a. the student was unsuccessful in completing a postsecondary readiness competency requirement by the conclusion of the student's senior year, including a student who was in the process of completing a competency at one school that was not offered by the school to which the student transferred; **and**
  - b. the student attempted to achieve at least three separate postsecondary readiness competencies; **or**
2. if a student transfers to a school during the senior year from a non-accredited nonpublic school or an out-of-state school and the student:
- a. attempted to achieve at least one postsecondary readiness competency requirement; and
  - b. was unsuccessful in completing the attempted postsecondary readiness competency.

To receive a waiver, the student must:

- 1. attempt at least three separate post-secondary readiness competencies by the end of the senior year; and
- 2. maintain at least a "C" average, or its equivalent, throughout the student's high school career in courses comprising credits required for the student to graduate; and
- 3. maintain a school attendance rate of at least 95% with excused absences not counting against the student's attendance; and
- 4. satisfy all other state and local graduation requirements beyond the postsecondary readiness competency requirements; and
- 5. demonstrate postsecondary planning, including:
  - a. college acceptance;
  - b. acceptance in an occupational training program;
  - c. workforce entry; or
  - d. military enlistment;that is approved by the principal of the high school.

### **MID-YEAR or EARLY GRADUATION**

Students are encouraged to complete four full years of high school. However, it is possible to meet graduation requirements in less than four years. Students, who wish to be an early graduate, must fill out an Early Grad application when choosing classes for the senior year. To graduate in less than four years a student must have earned the required credits and met all three requirements of the Graduation Pathways.

Students graduating at mid-term **DO NOT** receive a high school diploma until the scheduled date of graduation. A mid-year graduate may still participate in end-of-year senior activities, senior prom, and graduation exercises.

### **REPEATING A COURSE FOR ACADEMIC/TECH HONORS DIPLOMAS**

While repeating a course already passed is not recommended nor encouraged, it is sometimes permitted to raise a score to the standard needed for the Honors Diploma. Both passing scores will show on the transcript, but only the first grade will receive credit and be calculated in the GPA.

## **COURSES FAILED**

Required courses failed must be repeated. Failure of courses is very disruptive to a student's academic planning. Your best course of action is, of course, to pass each course. Grades for courses failed always remain on the transcript and are always calculated in the GPA.

## **COLLEGE ADMISSION REQUIREMENTS**

Most colleges consider 6 key items: GPA, Class Rank, SAT/ACT scores, Strength of Schedule (Have you chosen classes that are challenging? i.e. Honors, AP, World Language, Math, and Science courses), Community Service, and Extracurricular Activities (particularly if you have demonstrated leadership in your extra-curricular activities).

## **CURRICULUM GUIDE EXPLANATIONS**

This curriculum guide is intended to provide a brief description of each course available to Southmont students. More detailed information will usually be necessary before the best decisions can be made. That information is available from teachers and counselors and should be requested early in the scheduling process. This guide provides recommendations, prerequisites and advice.

## **GRADING SCALE**

The Southmont High School grading scale is as follows:

Grade	Percent	GPA Points
A+	100	4.0
A	95-99	4.0
A-	90-94	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

## **WEIGHTED GRADES**

The Southmont Schools' Board of Trustees believes in recognizing the greater academic effort put forth by students who select to take courses that are more academically challenging than our typical courses. Therefore, weighted grades are given for Advanced Placement and core Dual Credit courses.

The weighted grades are used in determining grade point average and class rank. Course work makes up 90% of a student's overall quarterly course grade. The final exam is 10% of the student's final course grade.

- **Weighted Classes:** (+1.0) All **qualifying** Advanced Placement and Dual Credit Courses with a C or higher will be increased by 1.0 GPA point.

See the chart below for weight added to the GPA for each level and grade earned:

Standard 4.0 Scale	Weighted Course +1.0
A+ 4.00	5.00
A 4.00	5.00
A- 3.70	4.70
B+ 3.30	4.30
B 3.00	4.00



B-	2.70	3.70
C+	2.30	3.30
C	2.00	3.00
C-	1.70	1.70
D+	1.30	1.30
D	1.00	1.00
D-	.700	.700

**Weighted courses at Southmont High School are:**

Principles of Biology DC  
Chemistry I DC  
AP US History AP  
Advanced English DC

AP English Literature AP  
Advanced Communication DC

Pre-Calculus Honors  
Trigonometry Honors  
AP Calculus AP

## ADVANCED PLACEMENT (AP) CLASSES

AP courses are equivalent to introductory college-level courses and have a challenging level of expectations and requirements, which include preparing for and taking the AP exam. Some AP courses have required assignments that must be completed prior to the start of the course. This could mean summer assignments for fall courses or fall assignments for courses that begin in January. AP courses may require 2-3 hours of daily preparation per class. Therefore, students and parents need to carefully consider all factors before making a commitment to an AP course. AP teachers reserve the right to remove students from the class if academic performance does not meet the standard for AP coursework.

\*The College Board recommends a student take no more than 4 AP classes per year.

### General Information

- AP Exams will be given between May 1<sup>st</sup> and May 20th.
- Exams include both multiple choice and essay questions.
- A score of 3 or higher (range of 1-5) is the usual credit cutoff for most colleges or universities. Each college or university has specific requirements.
- The cost of the AP exam is approximately \$95 (Partial fee waivers are available for students who qualify). The state of Indiana currently pays for all math and science exams for juniors and seniors.
- The average number of credits awarded by the university is 3-8 college credits per exam with a score of 3 or more.
- Credit awarded and scores required are at the discretion of the college or university.
- Grades are reported to students, high schools, and universities in mid-July.

AP classes offered include:

- English Literature and Composition (11)
- United States History (11)
- Calculus (12)

**AP = Denotes AP class in Course Guide**

## DUAL CREDIT COURSES

### What is Dual Credit?

Dual credit is the term given to courses in which high school students have the opportunity to earn both high school and college credits. Dual credit courses are taught by regular high school faculty or by college faculty either at the high school, at the college or university, or sometimes through online courses or distance education.

### How much do Dual Credit courses cost?

Most, but not all, of the Dual Credit Courses taught on-site at Southmont are offered at no cost to students.

If you choose to take a college-level course through an online program, or at a local college, the university determines the cost.

### What are the benefits of Dual Credit courses?

Dual Credit courses allow you to take one class and get both high school and college credit for that course. Dual Credit courses are weighted in a similar way as AP courses. Unlike AP, there is not a test at the end of the course that determines if you get college credit. College credit is determined by your overall grade in the course. For certain dual credit courses, you must earn a specific grade before being granted actual college credit. Certain dual credit courses may also help you meet the requirements of the Academic or Technical Honors Diplomas and give you a head start on college. Please note however, that individual colleges and universities determine how college credits earned in high school are applied to degree programs. In many cases, dual credits earned in high school are counted as elective (sometimes called “undistributed”) credits at universities, not as required credits for graduation. Questions about how dual credits will be applied at a given university should be directed to the admissions office of that school.

### How do I take Dual Credit courses?

The easiest and most common way to earn dual credit is to sign up for a dual credit class taught by an SHS teacher. These are listed in this handbook. Talk to your counselor about choosing appropriate courses for your high school, college, and career goals. If you decide to take a course for dual credit, you will need to complete a Southmont enrollment form and an application from the credit-granting college (your teacher will give you these forms in the first week of class). You will also need to fulfill any additional requirements as laid out by the credit-granting institution. Some courses involve a fee as well. You may also work with your counselor to sign up for a college or university class offered either online or through a local post-secondary institution. Many courses offered at the college level can also count as dual credit for your high school transcript.

Dual credit courses taken through **Ivy Tech** require students to submit qualifying score(s) before they are deemed “college-ready.” Depending on the course, this college-ready score could be:

- A qualifying PSAT 10 score, SAT score, or ACT score
- A cumulative GPA of 2.6 or higher for juniors and seniors (*NOTE: GPA alone will not qualify students for: MATH 135, 136, 137, 201, 211, 212, CHEM 101, PHYS 101, or SDEV 140.*)

If you do not have previous college credit, an ACT, SAT or PSAT score, or a cumulative high school GPA that satisfies the assessment requirement, you will need to complete the Knowledge Assessment. The Knowledge Assessment assesses your level in reading, writing, and mathematics. Your dual credit teacher will work with you to take this assessment, if needed.

**Who can take Dual Credit courses?** Southmont typically recommends that students be a Junior or Senior before taking Dual Credit Courses, though some are available to underclassmen. Again, your counselor will be able to help you determine when to take dual credit courses.

**DC = Denotes Dual Credit course in Course Guide**



# AGRICULTURAL SCIENCE

## **5170 PLANT AND SOIL SCIENCE DC**

### **Dual Credit Ivy Tech**

Term – 2 semesters

Credit – 2, 1 per semester

Grade 9-12

Plant and Soil Science is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, environmental factors affecting plant growth, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, calculation of fertilizer application rates and procedures for application, soil tillage and conservation, irrigation and drainage, land measurement, cropping systems, precision agriculture, principles and benefits of global positioning systems, harvesting, and career opportunities in the field of plant and soil science.

**Recommended Prerequisites: Principles of Agriculture**

## **5088 AGRICULTURE, POWER, STRUCTURE, AND TECHNOLOGY DC**

### **Dual Credit Ivy Tech**

Term - 2 semesters

Credit – 2

Grade 10 recommended; 11-12 allowed

Agriculture Power, Structure and Technology is a two semester, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural equipment in concert with the utilization of tech technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience, and

career opportunities in the area of agriculture power, structure, and technology.

**Recommended Prerequisites: Principles of Agriculture**

## **7112 AGRICULTURE STRUCTURES FABRICATION & DESIGN (Welding) DC**

### **Dual Credit Ivy Tech**

Term – 2 semesters

Credit – 2, 1 per semester

Grade 10-12

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

**Recommended Prerequisites: Principles of Agriculture**

## **5132 HORTICULTURAL SCIENCE**

### **Dual Credit Ivy Tech DC**

Term – 2 semesters

Credit – 2

Grade 9-12

This course provides an overview of biology and technology involving the production of horticultural commodities. The first semester will include an introduction to greenhouse plants and equipment. Class projects include plant identification, dish gardens, plant propagation, pruning, pinching, and poinsettia production.

The second semester will include a first-hand application of the science of bedding plants, plant sales and marketing, and greenhouse operation and management.

Ivy Tech credit offered through this class in AGRI 116.

**Recommended Prerequisites: Principles of Agriculture**

**5008 ANIMAL SCIENCE DC**

Dual Credit Ivy Tech

Term – 2 semesters

Credit – 2

Grade 10 -12

This course provides students with an overview of animal science applied to both large and small animals. During the first semester, students will explore the career opportunities, social and environmental concerns, anatomy, physiology, genetics, reproduction and nutrition of animals. Second semester will focus on the specific management, care and maintenance of the various livestock industries (beef, dairy, swine, poultry, equine, aquaculture and specialty animals), balancing diets for each animal and common parasite and disease problems found in livestock operations.

**Recommended Prerequisites: Principles of Agriculture**

**5070 ADVANCED LIFE SCIENCE/ANIMALS**

Dual Credit Ivy Tech DC

Term – 2 semesters

Credit – 2

Grade 11-12

This course incorporates biology, chemistry, and microbiology as it pertains to Agriculture and Animal Science. Students will formulate, design, and carry out animal-based laboratory and field investigations. Students will study animal growth, development and physiology as it pertains to agricultural science. Using biology and chemistry, the students will work with concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture. Students will apply scientific concepts to solve problems related to highly advanced applications of animal production.

**Required Prerequisites: Chemistry & Biology**

**7238 AGRIBUSINESS MANAGEMENT**

Dual Credit Ivy Tech

Term – 2 semesters

Credit – 2

Grade 11-12

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

This course focuses on the management of agricultural related business. Students will explore the different career areas available in Agribusiness management. Focuses will also include planning, organizing and managing a personal business, economic principles of Agribusiness, record keeping, budgeting, taxation, government and economic principles, purchasing, marketing, technology, human resource management, employer-employee relations, and safety management.

**Recommended Prerequisites:**

**This course is aligned with postsecondary courses for Dual Credit with Ivy Tech – AGRI 102 Agriculture Business and Farm Management.**

**5228 SUPERVISED AGRICULTURAL EXPERIENCE (SAE)**

Term – Summer

Credit – 1/session

Grade 9-12

Students will gain experience in a field(s) of Agriculture they are interested in. Students will apply what they learn in the agriculture classroom to real-life situations. Students will work closely with the agricultural science and business teachers to keep records involving their agricultural experience hours. These hours are obtained through agricultural related work (paid or unpaid). Students will also participate in FFA sponsored leadership activities to encourage personal growth. Instructor approval is required for enrollment.

Requirements:

1. 80 hours of coursework: 60% related to SAE  
40% FFA Leadership Activities
2. Develop and document three new skills.
3. Document and solve three problems.
4. Complete three improvement projects.
5. Actively participate in six FFA sponsored leadership projects (list will be provided).

6. Complete Greenhand requirements the first time the student is enrolled in SAE.

**Recommended Prerequisites:**

**Have established a satisfactory SAE (approved by instructor) before the course begins.**

**7117 PRINCIPLES OF AGRICULTURE DC**

Dual Credit Ivy Tech

Term - 2 semester

Credit - 2, 1 per semester

Grade: 9-11

Principles of Agriculture is a two-semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding of the role of agriculture in the United States and globally. Students will explore Agriculture, Food, and Natural Resource (AFNR) systems related to the production of food, fiber and fuel and the associated health, safety and environmental management systems. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, and agribusiness. Participation in FFA and Supervised Agricultural Experiences (SAE) will be an integral part of this course in order to develop leadership and career ready skills.

**7114 GREENHOUSE AND SOILLESS PRODUCTION DC**

Dual Credit Ivy Tech

Term - 2 semester

Credit - 2, 1 per semester

Grade: 10-12

Greenhouse and Soilless Production is a two-semester course that provides an overview of structural designs and uses of enclosed structures (greenhouses) to grow various plants and food. The course will focus on discussing different types of enclosed structures, management systems, and growing systems used to produce plants and food. The course will also present an overview of soilless growing systems such as hydroponics, aquaponics, aeroponics and fogponics. Students will utilize the school greenhouse as part of this course.

**Required Prerequisites: Principles of Agriculture**

## **VISUAL ARTS**

**4000 INTRO TO TWO-DIMENSIONAL ART**

Term - 1 semester

Credit – 1

Grade 9-12

In the area of: production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional materials. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Additionally, students (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlation to other disciplines, and (8) explore career options in visual art.

**4002 INTRO TO THREE-DIMENSIONAL ART**

Term - 1 semester

Credit – 1

Grade 9-12

In the area of production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of three dimensional materials. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

Within this context students: (1) create works of art, (2) reflect upon the outcome of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find a direct correlation to other disciplines, and (8) explore career options in visual art. Students utilize art museums, galleries, studios, and/or community resources in their studies.

**5550 GRAPHIC DESIGN & LAYOUT DC**  
**Dual Credit Vincennes University**

Term - 2 semester  
Credit – 2, 1 per semester  
Grade 10-12

Graphic Design and Layout includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits.

**Required Prerequisite: Principles of Digital Design**

#### **4060 DRAWING**

Term - 1 or 2 semesters  
Credit – 1 per semester  
Grade 10-12

Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to drawing. Art museums, galleries, studios and community resources are utilized. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

**Recommended Prerequisites: Intro 2D/3D Art**

#### **4064 PAINTING**

Term - 1 or 2 semesters  
Credit – 1 per semester  
Grade 11-12

Within this context, students: (1) create abstract and realistic painting using a variety of styles and materials, (2) reflect upon the outcome of these experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, and (7) find direct correlations to other disciplines, and (8) explore career options related to painting. Art museums, galleries, studios and/or community resources are utilized. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

**Recommended Prerequisites: Intro 2D/3D Art**

#### **4044 SCULPTURE I**

Term - 1 semester  
Credit -1  
Grade 10-12

Students in Sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality work. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. Students will continue and refine their skills in planning, creating, reflecting, and revising. Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art.

**Recommended Prerequisites: Intro to 2D/3D Art**

#### **4044 SCULPTURE II**

Term - 1 semester  
Credit -1  
Grade 10-12

Advanced sculpture students are familiar with materials and methods of working with three-dimensional forms, including plaster, clay, stone, metal, wood, casting techniques, and wire forms. Students build on prior class experience to create



higher quality in both critical thinking skills and project production. Students at this level produce works for their portfolios. Students will create projects for their semester show.

**Recommended Prerequisites: Sculpture I.**

**7136 PROFESSIONAL PHOTOGRAPHY & VIDEOGRAPHY DC**

Dual Credit Ivy Tech

Term - 2 semester

Credit - 2

Grade 10-12

Professional Photography & Videography further develops advanced camera skills and photographic vision. The course introduces special techniques and digital processes while refining printing and processing skills. It will also emphasize good composition and use photography as a communication tool. Students will also learn the basics of planning, shooting, editing and post-producing video and sound.

**Recommended Prerequisites: Principles of Digital Design and Graphic Design & Layout**

**7140 PRINCIPLES OF DIGITAL DESIGN DC**

Dual Credit Ivy Tech

Term - 2 semester

Credit -2

Grade 10-12

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

**4082 DIGITAL DESIGN DC**

Term - 1 or 2 semesters

Credit - 1 per semester

Grade 9-12

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

**Required Prerequisites: Principles of Digital Design**

## **BUSINESS**

**7146 DIGITAL DATA APPLICATIONS DC**

Dual Credit Indiana State University

Term: 2 semesters

Credit: 1 credit per semester

Grades: 9-12

Students will use Microsoft Excel to sort and search records, combine files, produce reports, and to extract data from a file. This course is designed to include creating and formatting worksheets, using formulas and basic functions, creating charts, and printing professional-looking reports. Additionally students will use Microsoft Access to create a database and to manage a database through the creation and modification of a query. Students will also be expected to produce reports from the information.

**5914 MARKETING FUNDAMENTALS –**

Non-Dual Credit

Term— 2 semesters

Credit: 2, 1 per semester

Grades: 9-12

This course provides a basic introduction to the scope and importance of marketing in the global economy.



Topics include marketing mix, advertising, promotion, selling, distribution, financing, marketing-information management, pricing, and product/service management.

**Required Prerequisite: Principles of Business Management**

### **5974 WORK-BASED LEARNING CAPSTONE – Multiple Pathway**

Term: 1 or 2 semesters

Credits: Maximum of 6

Grade: 12

This course is a directed elective or elective for the Core 40, Academic Honors, and Technical Honors diplomas. This course is designed to provide students the opportunity to explore a career pathway. Students have the opportunity to apply the concepts and skills learned in previous coursework in real world professional, business, and industry settings. Each work-based learning or internship experience will be tailored to fit the needs and career interests of the student. Guidance and assistance will be provided by the Work Based Learning Teacher in obtaining work placements within the local business and professional community. These internships or work-based experiences may be paid or unpaid. This is a one-, two-, or three-credit course over one to three semesters.

**Recommended Prerequisites: Completion of at least four credits of introductory and advanced CTE courses related to a student's pathway. Student's worksite placement must align to the student pathway.**

### **7150 Personal Finance and Banking DC**

Dual Credit Indiana State University

Term - 2 semesters

Credit – 2, 1 per semester

Grades: 10-12

Personal Finance and Banking emphasizes management of individual financial resources for growth and maintenance of personal wealth. Covers home buying and mortgage financing, 254 Indiana

Department of Education High School Course Titles and Descriptions: 2023-2024 installment financing, life and health insurance, securities, commodities and other investment opportunities. Students will gain an overview of the banking industry and the financial services provided by banks for individuals and businesses.

**Required Prerequisites: Principles of Business Management**

### **4562 PRINCIPLES OF BUSINESS MANAGEMENT DC**

Dual Credit Indiana State University

Term: 2 semesters

Credits: 2

Grades: 9-12

Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free-enterprise system. Students will attain an understanding of management, team building, leadership, problem-solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized. Students can also earn dual credit for BUS 100 from ISU upon successful completion of this course.

### **7145 Digital Marketing**

Term: 2 semesters

Credits: 2, 1 per semester

Grades: 9-12

Digital Marketing provides an introduction to the world of e-commerce and digital marketing media. The course covers how to integrate digital media and-commerce into organizational and marketing strategy. Students will explore e-commerce applications and the most popular digital marketing tactics and tools. Emphasizes familiarity with executing digital media, understanding the marketing objectives that digital media can help organizations achieve, and establishing and enhancing an organization's digital marketing presence.

**Recommended Prerequisites: Principles of Business Management, Marketing Fundamentals**

**7183 Principles of Computing**

Term: 2 semesters

Credits: 2, 1 per semester

Grades: 9-12

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

**Dual Credit Ivy Tech**

Term - 2 semesters

Credit – 2

Grades: 11-12

Advanced Communication, a course based on the Indiana Academic Standards for English/Language Arts and emphasizing the High School Communication Standards, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multimedia presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery.

**Recommended Prerequisites: Speech or teacher recommendation. Fulfills an English/Language Arts requirement for all diploma**

*The course will be a weighted course.*

**ENGLISH/LANGUAGE ARTS**

**1124 ADVANCED ENGLISH/LANGUAGE ARTS**

Dual Credit Indiana University DC

Term - 1 semester

Credit – 1 credit

Grades: 12

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

**Recommended Prerequisites: English 9, English 10, English 11, or other literature, language, composition, and speech courses or teacher recommendation**

*The course will be a weighted course.*

**1078 ADVANCED SPEECH and COMMUNICATION DC**

**1002 ENGLISH 9**

Term - 2 semesters

Credit – 2

Grade: 9

This is a general survey course with emphasis placed on the basic principles of reading and writing. Students will establish a strong foundation enabling them to continue building language arts skills applicable to the SAT Exam, advanced classes, and practical life skills.

**1002 ENGLISH 9 HONORS**

Term – 2 semesters

Credit – 2

Grade 9

This class is an accelerated English 9 course stressing composition, semantics, and literature. Research will be emphasized in preparation for a continuation of enrollment in honor classes, culminating with dual credit English which allows students to earn college credit before high school graduation. An outside novel may be required reading each six weeks.

### **1034 FILM LITERATURE**

Term – 1 semester

Credit – 1

Grade: 10-12

Film Literature studies the diversified ideas and concepts that interact when written literature is adapted to film. This includes (1) the impact of film on the ways we perceive the human condition, (2) the ways men and women and various ethnic minorities are portrayed, (3) visual interpretations of literary techniques and auditory language effects, and (5) the limitations and special capacities of the two media to present the work. Students will present and discuss their ideas as well as role-play as movie directors to stage scenes. Written assignments include exploring and analyzing issues of interpretation, production, and cross-genre adaptation.

### **1004 ENGLISH 10**

Term - 2 semesters

Credit – 2

General survey including oral communications, grammar, composition, literature, research paper writing and spelling. Some outside reading, writing and other projects are required. A Shakespearean selection is studied.

### **1004 ENGLISH 10 HONORS**

Term - 2 semesters

Credit – 2

Grade 10

This class is an accelerated English 10 course stressing composition, semantics, literature, and research in preparation for Dual Credit English which allows students to earn college credit before high school graduation. An outside novel may be required reading each six weeks. Students are responsible for obtaining their own copies of out of class reading assignments, a summer reading selection, and one selection of classical literature.

### **1006 ENGLISH 11**

Term - 2 semesters

Credit - 2, 1 per semester

Grade 11-12

Emphasis is placed on vocabulary, sentence structure, organization, and effective presentation of ideas through outlining and formal composition techniques. Incorporated within this course is the study of major literary movements and genre of American literature.

### **1006 ENGLISH 11 HONORS**

Term - 2 semesters

Credits - 2, 1 per semester

Grade 11

This is an accelerated English 11 course stressing writing skills, vocabulary, and literature for college preparation. Writing skills will be emphasized with a literature-based essay completed every two to three weeks. Vocabulary will be SAT-based. Outside reading consisting of a minimum of one novel per semester will be required.

### **1008 ENGLISH 12**

Term - 2 semesters

Credit – 2

Grade 12 only

An upper-level study of the major literary movements in English and World Literature. Analytical/critical writing about the genre and philosophies of the literature will be required.

### **1008 ENGLISH 12 HONORS**

Term - 1 semester

Credit – 1

Grade 12 only

This course is the 2nd semester of 12th grade year and is paired with the Advanced English/Language Arts Dual Credit course. Only students enrolled in the Advanced English/Language Arts Dual Credit course will be enrolled in English 12 Honors.

***The course will be a weighted course.***

### **1086 STUDENT MEDIA (Yearbook)**

Term – 2 semesters

Credit – 2

Grade 9-12

Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of Journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers, yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staff so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

### **1058 AP ENGLISH AND LITERATURE COMPOSITION AP**

Term - 2 semesters

Credits - 2

Grade 11-12

AP English Literature and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course 12 Indiana Department of Education High School Course Titles and Descriptions: 2023-2024 engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students will earn college credit upon scoring 3 or higher on the College Board AP end of the year assessment.

*The course will be a weighted course.*

## **FAMILY AND CONSUMER SCIENCES**

### **5415 EXPLORING EDUCATION PROFESSIONS**

Term – 1 semester

Credit – 1

Grades 9-12

Exploring Education Professions is for students interested in careers (or exploring possibilities in) education. This course is an introduction to the education field and does not have prerequisites. Exploring Education Professions include the history of education, an introduction to education professional qualities and responsibilities of effective teachers, and student evaluation of aptitudes. The course will include exploration of the early childhood, elementary, and secondary fields. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences in a variety of educational settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post secondary education in all career areas related to children, child development, and nurturing of children.

### **7157 CHILD AND ADOLESCENT DEVELOPMENT DC**

**Dual Credit Ivy Tech**

Term – 2 semester

Credit – 2

Grades 9-12

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.

**Required Prerequisites:** Taken simultaneously with **Principles of Teaching and Teaching and Learning to complete Year 1 of the Education Professions program.**

#### **5340 ADVANCED NUTRITION AND WELLNESS**

Term – 1 or 2 semesters

Credit - 1 or 2

Grades 10-12

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

#### **7161 PRINCIPLES OF TEACHING DC**

Term – 2 semester

Credit – 2

Grades 9-12

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20 hour classroom observation experience is required for successful completion of this course. 281 Indiana Department of Education High School Course Titles and Descriptions: 2023-2024

**Required Prerequisites:** Taken simultaneously with **Child and Adolescent Development and Teaching and Learning to complete Year 1 of the Education Professions program.**

#### **7162 TEACHING AND LEARNING DC**

**Dual Credit Ivy Tech**

Term – 2 semester

Credit – 2

Grades 10-12

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.

**Required Prerequisites:** Taken simultaneously with **Principles of Teaching and Child and Adolescent development to complete Year 1 of the Education Professions program.**

#### **7267- EDUCATION PROFESSIONS CAPSTONE DC**

Term – 2 semesters

Credit – 3 per semester

Grades 11-12

Education Professions I provides the foundation for employment in education and related careers and prepares students for study in higher education. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professionals I teacher.



**Recommended Prerequisites:** Nutrition and Wellness, Child Development, Advanced Child Development, and Interpersonal Relationships

## HEALTH AND WELLNESS

### **3542 & 3544 PHYSICAL EDUCATION I AND II**

Term - 2 semesters

Credit – 2, 1 per semester

Grade 9

Knowledge of the basic rules, fundamental skills, and strategies taught concerning numerous individual and team sports. The course strives to attain a high proficiency of physical fitness. Required course for ninth grade boys and girls. Students are required to participate in swimming, and have a Southmont PE uniform and gym shoes.

### **3560 Elective Physical Education**

Term - 1 semester (up to 8 total)

Credit - 1 per semester

Grades - 10-12

Elective Physical Education, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness.

### **3506 HEALTH & WELLNESS EDUCATION**

Term - 1 semester

Credit - 1

Grade - 10

Issues are drugs/alcohol, physical, mental and social health, personal relations, communicable diseases and Aids.

## ENGINEERING

### **4802 INTRODUCTION TO ENGINEERING DESIGN DC**

**Dual Credit Ivy Tech**

Term – 2 semester

Credit – 2

Grade level: 9-12

Introduction to Engineering Design is an introductory course which develops student problem solving skills by applying conventional principles into the design process involving mechanical drawing. HANDS-ON technical drawing practices will emphasize geometric construction as it relates to point location. Students will gain a comprehensive awareness to the skills necessary in converting an idea into an industrial quality technical print. Students will be asked to produce single view, multi-view orthographic, and isometric renderings by hand. Introduction to Computer-Aided Design (CAD) will provide the student with introductory 2D and 3D activities with Autodesk Software programs.

### **5644 PRINCIPLES OF ENGINEERING**

Dual Credit Ivy Tech

Term – 2 semesters

Credit – 2

Grade 10-12

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will

engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems. Schools may use the PLTW curriculum to meet the standards for this course. This course aligns with the PLTW Principles of Engineering curriculum. Use of the PLTW curriculum may require additional training and membership in the PLTW network.

**Required Prerequisites: Introduction to Engineering Design**

### **5650 CIVIL ENGINEERING AND ARCHITECTURE DC**

**Dual Credit Ivy Tech**

Term – 2 semesters

Credit – 2, 1 per semester

Grade 10-12

Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resources, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design. This course aligns with the PLTW Civil Engineering and Architecture curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network.

**Required Prerequisites: Introduction to Engineering Design and Principles of Engineering**

### **5538 DIGITAL ELECTRONICS**

**Dual Credit Ivy Tech**

Term – 2 semesters

Credit – 2, 1 per semester

Grade 11-12

Digital Electronics is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry software that will be used to develop and evaluate the product design. This course engages students in critical thinking and problem-solving skills, time management and teamwork skills. This course aligns with the PLTW Digital Electronics curriculum. Use of the PLTW curriculum may require additional training and membership in the PLTW network.

**Required Prerequisites: Introduction to Engineering Design (-or- Principles of Engineering Technology)**

### **5698 ENGINEERING DESIGN AND DEVELOPMENT**

Term - 2 semesters

Credit - 2, 1 per semester

Grade - 12

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

PLTW curriculum may require additional training and membership in the PLTW network.

**Required Prerequisites:** Introduction to Engineering Design, Principles of Engineering, and Civil Engineering.

Credit – 2, 1 per semester  
Grade 9-12

It is recommended for students interested in the fields of math or science.

## MATHEMATICS

### 2520 ALGEBRA I

Term - 2 semesters  
Credit – 2, 1 per semester  
Grade 9-12

This course provides an informal development of algebraic skills and concepts. It is designed for the mathematically challenged student. The instructional program in this course provides for the use of algebraic skills in a wide range of problem solving situations.

### 2520 ALGEBRA I HONORS

Term - 2 semesters  
Credit - 2, 1 per semester  
Grade 9-12

This course uses symbols and properties of numbers. Solutions to problems are solved by writing relationships and mathematical sentences from given information. It also includes the use of axioms, postulates, theorems, and formulas.

### 2522 ALGEBRA II

Term – 2 semesters  
Credit – 2, 1 per semester  
Grade 10-12

This course provided a continuation of Algebraic skills and concepts to help prepare the student for more rigorous math courses in their future. It is designed for the mathematically challenged student who is planning for college and needs a Core 40 diploma.

### 2522 ALGEBRA II HONORS

Term - 2 semesters

### 2532 GEOMETRY

Term - 2 semesters  
Credit - 2, 1 per semester  
Grade 10-12

This course provides an informal development of the understanding of shapes and their properties. The instructional program in this course provides for the use of reasoning skills in a wide range of problem-solving situations.

### 2532 GEOMETRY HONORS

Term - 2 semesters  
Credit – 2, 1 per semester  
Grade 10-12

This course is the study of relationships of parts of plane figures (relation of sides of a triangle to one another, relations of diameters, radii and chords of a circle to one another). It uses intuition, induction, and deduction.

### 2566 PRE-CALCULUS: TRIGONOMETRY HONORS

Term - 1 semester  
Credit - 1  
Grade 10-12

A study of the six trigonometric functions and their properties. Also included will be an in-depth look at various trigonometric identities. Applications of trigonometric functions involving Law of Sines and Cosines will be utilized as well as sinusoidal variations. A look at angular velocity and linear velocity will be done.

*The course will be a weighted course.*

### 2564 PRE-CALCULUS: ALGEBRA HONORS

Term – 1 semester

Credit – 1  
Grade 10-12

This course continues the development of trigonometric relationships from an understanding of the circular functions, their properties, and graphs from Trigonometry I Honors. It covers polar coordinate systems, exponential and logarithmic functions, sequences and series, solving higher degree equations, and all types of various mathematical functions.

*The course will be a weighted course.*

### **2546 PROBABILITY AND STATISTICS**

Term - 1 semester  
Credit - 1  
Grade - 10-12

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

### **2527 AP CALCULUS AB AP**

Term - 2 semesters  
Credit – 2, 1 per semester  
Grade 12

A full year college level course involving the study of limits, continuity, derivatives and their applications as well as the definite integrals and their applications. Also included will be trig functions, their integrals and their derivatives. Specific topics will include Intermediate Value Theorem, graphing functions, Mean Value Theorem, Fundamental Theorem of Calculus, and exponential growth and decay. Students

are required to complete both semesters of the course and take the AP Exam in May. Students will pay one half of the AP Exam unless the fee is paid in full by the Indiana Department of Education. Lab fee charged.

*The course will be a weighted course.*

## **MUSIC**

### **4164 JAZZ ENSEMBLE**

Term – 1 or 2 semesters  
Credit – 1 per semester  
Grade 10-12

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

**Required Prerequisites: none**

### **4208 MUSIC THEORY AND COMPOSITION**

Term – 1 or 2 semesters  
Credit – 1 per semester  
Grade 9-12

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in analysis of music and theoretical concepts. Students Develop a training and dictation skills, compose works that illustrate mastered concepts, understand harmonic



structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

#### **4170 ADVANCED CONCERT BAND**

Term – 2 semesters required

Credit – 2, 1 per semester

Grade 9-12

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

\* If class conflicts with a required course, students must attend additional rehearsals, all performances and practice on their own during the semester they're off as well as take Summer Band.

#### **4182 BEGINNING CHOIR**

Term – 1 or 2

Credit – 1 per semester

Grade 9-12

Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be

composed of female and/or male singers. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside the school day. A limited amount of time, outside 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 music goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

#### **4186 INTERMEDIATE CHORUS / SUDDEN IMPULSE**

Term – 2 semesters

Credit – 2, 1 per semester

Grade 9-12

Sudden Impulse is a female intermediate entertainment choral ensemble that focuses on development of comprehensive choral musicianship (quality performers as well as knowledgeable and skilled musicians) through the performance experience. Students will be exposed to a breadth of music literature, appropriate in difficulty and range, with an emphasis on high quality performance and thorough understanding. Choreography is added to enhance the literature studied. Students are expected to purchase costumes and show accessories. Fundraising opportunities will be offered to defer costs. This ensemble performs regularly throughout the year in competitive and non-competitive arenas. It is expected that all students will participate in performances and extra rehearsals as a requirement for earning credit in the course. Enrollment is by audition and/or recommendation by the director.



## **4242 THEATRE ARTS**

Term – 1 or 2 semesters

Credit – 1 per semester

Grade 9-12

Theater Arts is based on the Indiana Academic Standards for Theater. Students enrolled in Theater Arts read and analyze plays, create scripts and theater pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theater history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theater, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theater patrons in their community.

## **SCIENCE**

### **3024 BIOLOGY I**

Term - 2 semesters

Credit - 2, 1 per semester

Grade 9-12

Biology I provides, through regular laboratory and field investigations, 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.

Lectures and laboratory experiments to give a broad, but concise view of the science of life. Prepares students for advanced study in high school biology or college level beginning biology course.

### **3090 PRINCIPLES OF BIOLOGY I DC**

Dual Credit Vincennes University

Term- 2 semesters

Credit-2, 1 per semester

Grade 12

The major theme of the course will be the interrelationships among living things and between living things and their nonliving surroundings. This will include an examination of how plants and animals are

structured and how they behave, to allow them to fit into their place in the environment.

*The course will be a weighted course.*

### **3064 CHEMISTRY I**

Term - 2 semesters

Credit - 2, 1 per semester

Grade 10-12

Chemistry I allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions of matter and chemical reactions. A Core 40 and AHD course. Chemistry at the senior high level is designed to not only prepare students for college courses and laboratory work, but to also strengthen their problem-solving and critical thinking skills, as well as make them more aware of how the interactions between particles that make up our world work, and why these interactions occur. This course includes study of atomic structure, subatomic particles and bonding, the design and development of the periodic table, the mole concept and stoichiometry, chemical reactions, gasses, and acid-base chemistry.

**Recommended Prerequisites: A B- or higher average in Algebra I and Biology is recommended, but not required.**

### **3108 INTEGRATED CHEMISTRY-PHYSICS**

Term – 2 semesters

Credit – 2, 1 per semester

Grade 11-12

Integrated Chemistry-Physics studies the basic fundamentals of chemistry and physics. The first semester of the course focuses on chemistry including the study of the structure and properties of matter, atomic structure, the development and organization of the periodic table and chemical reactions. The second semester of the course focuses on physics including motion, forces and energy transformations. A Core 40 and AHD course.

**Recommended Prerequisites: Students pursuing an Academic Honors Diploma and/or a career in the sciences, medicine or engineering are recommended to take Chemistry instead of this course.**

### **3090 DUAL CREDIT CHEMISTRY I DC**

Dual Credit Indiana University

Term - 2 semesters

Credit - 2, 1 per semester

Grade 11-12

This course is a college-level chemistry course for high school students. It counts as a science course for the general, Core 40 and Honors diplomas. The course materials, assignments, laboratories and grading standards are the same as required through this identical course at Indiana University. This course offers a more in-depth study of topics introduced in Chemistry I as well as new topics including measurement, atomic structure, the periodic table, nuclear chemistry, bonding, chemical reactions, stoichiometry, gasses, thermochemistry, solutions, acids and bases and chemical equilibrium. The lab portion of the class is an introduction to laboratory experimentation with emphasis on the collection and use of experimental data. Credit will be earned through Indiana University (all campuses) for grades of a D- or higher. Credits may be transferred to other institutions if the student earns a C or higher.

***The course will be a weighted course.***

**Recommended Prerequisites:** B- or higher in Chemistry and Algebra I. This course is recommended for students pursuing a college degree in the sciences, medicine or engineering as a foundational college chemistry course. For non-science college majors, credits may be used to meet the general science college coursework requirement.

### **3084 PHYSICS I**

Term – 2 semesters

Credit – 2, 1 per semester

Grade 11-12

Physics I aids students in synthesizing the fundamental concepts and principles concerning matter and energy through the laboratory study of mechanics, simple harmonic motion, mechanical waves and sound, electricity, and circuits. A Core 40 and AHD course. Physics at the senior high level is designed to not only prepare students for college coursework in the physical sciences and math, but to also strengthen their

problem-solving and critical thinking skills, as well as make them more aware of how the world around them works. Circular motion, planetary motion, magnetism, electromagnetic induction, electromagnetic waves, electric forces and fields, the theories of general and special relativity, and atomic physics will also be studied.

**Recommended Prerequisites: Algebra II, and Geometry.**

### **5276 ANATOMY AND PHYSIOLOGY**

Term - 2 semesters

Credit - 2, 1 per semester

Grades - 11-12

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integumentary, skeletal, muscular, and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields. 140 Indiana Department of Education High School Course Titles and Descriptions: 2023-2024.

## **SOCIAL STUDIES**

### **1540 UNITED STATES GOVERNMENT**

Term - 1 semester

Credit - 1

Grade 12

This course introduces the student to the background of the United States government by tracing the evolution of the United States political system. Much of the course will involve current political issues and their impact on the United States government. The three branches of Federal and State government will be

studied. Emphasis will be placed on local, state, national government and the election process.

### **1548 WORLD HISTORY AND CIVILIZATION**

Term - 2 semesters

Credit - 2, 1 per semester

Grade 9-12

This course gives the student a look at the development of influential and significant world cultures. The course begins with a review of the ancient origins of western civilization. It emphasizes the cultural development of world civilization, with special emphasis given to the influence of religious, social, economic, political, geographic and scientific influences upon the growth of civilizations around the world. World Civilization also examines the influences around the world. World economic developments of the twentieth century in terms of how those forces influence and explain world events today.

### **1514 ECONOMICS**

Term - 1 semester

Credit - 1

Grade 12

This course is designed to introduce students to the basic principles of economics. The students will study the basic concepts of: Supply and Demand, Economic Markets, Economic Decision Making, Money and Banking, the Government and Economic Policies, International Trade and Consumer Economics.

### **1542 UNITED STATES HISTORY**

Term - 2 semesters

Credit - 2, 1 per semester

Grade 10-11-12

This course begins with a brief review of the early beginnings of the new nation and the launching of a new government. The in-depth study begins with the Civil War Era. Discussion continues with the transformation of the nation from a rural to an urban industrialized society. Changes and reforms are illustrated by the Progressive Movement in the years 1900-1920. The first semester closes with the United

States becoming a world power as a result of its role in World War I.

Among topics stressed, and analyzed in depth during the second semester, include the Great Depression, World War II, the Korean War, the Cold War in general, the Vietnam War, the Civil Rights Movement of the 1960's, the Watergate Scandal, and closing with the Persian Gulf War. NOTE: A student cannot take US History after AP US History.

### **1562 AP US HISTORY AP**

Term - 2 semesters

Credits - 2, 1 per semester

Grades - 11-12

AP US History Is a survey course that covers major themes including the post-Civil War period, western expansion, industrial growth of the nation and its effects, immigration and urban discontent and attempts at reform, World War I, the Roaring Twenties, social and governmental changes of the thirties, World War II and its consequences, the growth of the federal government, social upheaval in the sixties and seventies, and recent trends in conservatism, globalization, and cultural diversity.

**RECOMMENDATION: 'B' or higher in World History and English 10. NOTE: A student cannot take US History after Honors Dual Credit US History.**

*The course will be a weighted course.*

### **1532 PSYCHOLOGY**

Term - 1 semester

Credit - 1

Grade 11-12

This is a course that focuses upon individual human behavior. It begins by examining emotional adjustment and evolves into a study of personality development and personality theories. The individual's adjustment to change and social conditions are examined. The individual's thinking and motivation are analyzed and evaluated in light of the many theories of learning and motivation. Students can receive college credit if they pass the Advanced Placement Exam available in May.



# WORLD LANGUAGE

## **2120 SPANISH I**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 9-12

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

## **2122 SPANISH II**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 10-12

Spanish II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the

development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

### **Recommended Prerequisites: Spanish I.**

## **2124 SPANISH III**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

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

making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

**Recommended Prerequisites: Spanish I and II.**

#### **2126 SPANISH IV**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 12

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

**Recommended Prerequisites: Spanish I, II and III.**

## **CAREER AND TECHNICAL EDUCATION (CTE)**

**Automotive Services Pathway-All three courses will be taken at the same time.**

*Hosted by Crawfordsville High School at Off-Site Location*

#### **7213 Principles of Automotive ServicesDC**

Term – 2 semesters

Credit – 2

Grades: 11-12

Dual Credit with Ivy Tech: AUTI 100, AUTI 111

This course gives students an overview of the operating and general maintenance systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the automotive industry. Students will study the maintenance and light repair of automotive systems. Also, this course gives students an overview of the electrical operating systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the electrical diagnosis and repair in the automotive electrical industry. Students will study the fundamentals of electricity and automotive electronics.

#### **7205 Auto Brakes and Electrical DC**

Term – 2 semesters

Credit – 2

Grades: 11-12

Dual Credit with Ivy Tech: AUTI 145, AUTI 121

This course gives students an in-depth study of vehicle electrical systems. Students will study the fundamentals of electricity and automotive electronics in various automotive systems. Additionally it teaches theory, service and repair of automotive braking systems. This course provides an overview of various mechanical brake systems used on today's automobiles. This course will emphasize professional diagnosis and repair methods for brake systems.

**Pre-/Co-Requisite: Principles of Automotive Services**

#### **7212 Engine and Driving PerformanceDC**

Term – 2 semesters



Credit – 2

Grades: 11-12

Dual Credit with Ivy Tech: AUTI 122, AUTI 131

This course takes an in-depth look at engine performance, including concepts in the diagnosis and repair of ignition, fuel, emission and related computer networks. This course presents engine theory and operation and studies the various engine designs utilized today. This course also takes an in-depth look at engine performance, including advanced concepts in the diagnosis and repair of ignition, fuel, emission and related computer networks. This course presents engine theory and operation and studies the various engine designs utilized today. Hybrid/Alternative fuel technology will also be introduced.

**Pre-/Co-Requisite: Principles of Automotive Services; and Automotive Brakes and Electrical Year 2**

### **7375 Automotive Services Technology Capstone DC**

Term – 2 semesters

Credit – 2

Grades: 11-12

Dual Credit with Ivy Tech: AUTI 111, AUTI 141

Automotive Services Technology II is a one year course that encompasses the sub topics of the NATEF/ASE identified areas of Electrical Systems and Engine Performance. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction.

Additional areas of manual transmissions differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one-year offering must meet the NATEF program certifications for the two primary areas offered in this course. Mathematical skills will be reinforced through precision measuring activities and cost estimation/calculation activities.

**Pre-/Co-Requisite: Automotive Services Technology I**

### **Business Administration Pathway**

*Hosted by Ivy Tech Community College at Crawfordsville Site*

### **7152 Principles of Business DC**

Term – 2 semesters

Credit – 2

Grades: 11-12

Dual Credit with Ivy Tech: BUSN 101, BOAT 207

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

### **7143 Business Administration Fundamentals DC**

Term – 2 semesters

Credit – 2

Grades: 11-12 Dual Credit with Ivy Tech: BUSN 105, MKTG 101

Business Administration Fundamentals describes the functions of managers, including the management of activities and personnel. Students will also study key Marketing concepts including environmental analysis, marketing research, consumer behavior, segmenting, targeting, positioning, branding, product management, price strategy, supply chain management, integrated marketing communications, and market analytics. Students will be asked to apply management and

marketing principles through the development of a business plan.

**Pre-/Co-Requisite: Principles of Business**

**Cosmetology Pathway-All three courses will be taken at the same time.**

**7330 Principles of Barbering and Cosmetology DC**

Term – 2 semesters

Credit – 2

Grades: 11-12

Dual Credit with Vincennes

Principles of Cosmetology offers an introduction to cosmetology with emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring, business and personal ethics, and bacteriology and sanitation. Successful completion of the course requires at least 375 Cosmetology studio hours.

**7331 Barbering and Cosmetology Fundamentals DC**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Vincennes

Barbering and Cosmetology Fundamentals focuses on the development of practical skills introduced in Principles of Cosmetology. Clinical application and theory in the science of cosmetology are introduced. Successful completion of the course requires at least 375 Cosmetology studio hours.

**7332 Advanced Cosmetology DC**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Vincennes

Advanced Cosmetology will emphasize the development of advanced skills in styling, hair coloring, permanent waving, facials and manicuring. Students will also study anatomy

and physiology as it applies to cosmetology. Successful completion of the course requires at least 375 Cosmetology studio hours.

**Year 2**

**Barbering and Cosmetology Capstone DC (7334)**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Vincennes

Barbering and Cosmetology Capstone builds and improves previously developed skills with emphasis on developing individual techniques. Professionalism, shop management, psychology in relation to cosmetology, and preparation for state board examination are stressed. Successful completion of the course requires at least 375 Cosmetology studio hours.

**Criminal Justice Pathway - All three courses will be taken at the same time.**

*Hosted by Crawfordsville High School*

**7193 Principles of Criminal Justice DC**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Ivy Tech: CRIM 100, CRIM 105

Principles of Criminal Justice covers the purposes, functions, and history of the three primary parts of the criminal justice system: law enforcement, courts, and corrections. This course further explores the interrelationships and responsibilities of these three primary elements of the criminal justice system. It will critically examine the history and nature of the major theoretical perspectives in criminology, and the theories found within those perspectives. Analyzes the research support for such theories and perspectives, and the connections between theory and criminal justice system practice within all the major components of the criminal justice system. Demonstrates the application of

specific theories to explain violent and non-violent criminal behavior on both the micro and macro levels of analysis.

### **7191 Law Enforcement & Cultural Awareness DC**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Ivy Tech: CRIM 110, CRIM 103

Law Enforcement and Cultural Awareness introduces fundamental law enforcement operations and organization. Includes the evolution of law enforcement at federal, state, and local levels. Emphasizes the study of American criminal justice problems and systems in historical and cultural perspectives, as well as discussing social and public policy factors affecting crime.

**Pre-/Co-Requisite: Principles of Criminal Justice**

### **7188 Courts and Corrections DC**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Ivy Tech: CRIM 120, 130

Courts and Corrections introduces topics related to the adjudication process in criminal cases, including arraignments and preliminary hearings, suppression hearings, trials, sentencing, juvenile court, and probation and parole. Reviews the role of criminal justice personnel in court processes. This course also examines the American correctional system; the study of administration of local, state, and federal correctional agencies. The examination includes the history and development of correctional policies and practices, criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and community corrections including probation and parole. Current philosophies of corrections and the debates surrounding the roles and effectiveness of

criminal sentences, institutional procedures, technological developments, and special populations are discussed.

**Pre-/Co-Requisite: Principles of Criminal Justice; Law Enforcement & Cultural Awareness**

### **Year 2**

### **7231 Criminal Justice Capstone DC**

Term – 2 semesters

Credit – 2

Grades: 12

Dual Credit with Ivy Tech: CRIM 111, CRIM 113

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

**Pre-/Co-Requisite: Criminal Justice I**

### **Information Technology Support and Services (Cybersecurity focus)**

*Hosted by Ivy Tech Community College at Crawfordsville Site*

### **7183 Principles of Computers and Informatics DC**

Term – 2 semesters

Credit – 2

Grades: 11-12

Dual Credit with Ivy Tech: SDEV 120,  
INFM 109

Principles of Computers and Informatics introduces students to terminology, concepts, theory and fundamental skills used to implement information systems. Topics include the history and trends of computing, operating systems, database technology, security, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Additionally, students will be introduced to algorithms, logic development and flowcharting as tools used to document computer logic through the use of basic scripting and simple programming code.

### **7180 Information Technology Fundamentals DC**

Term – 2 semesters

Credit – 2

Grades: 11-12

Dual Credit with Ivy Tech: ITSP 135, ITSP  
136

Information Technology Fundamentals provides the necessary competencies required for an entry-level Information Technology professional. Students will have the knowledge required to assemble components based on customer requirements, install, configure and maintain devices/software for end users, understand the basics of networking and security, properly and safely diagnose, resolve and document common hardware and software issues while applying troubleshooting skills. Students will also learn appropriate customer support, understand the basics of virtualization, desktop imaging, and deployment. This course should also prepare students for the CompTia A+ Certification Exam.

**Pre-/Co-Requisite: Principles of Computers and Informatics**

**Emergency Medical Technician Pathway - All three courses will be taken at the same time.**

*Hosted by Southmont High School*

### **7168 Principles of Healthcare DC**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Ivy Tech: HLHS 100

Principles of Healthcare content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student's career objectives.

### **5274 Medical Terminology DC**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Ivy Tech: HLHS 101,  
HLHS 102

Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation of a medical vocabulary including; appropriate and accurate meaning, spelling, and pronunciation of medical terms, and abbreviations, signs, and symbols.

### **7165 Emergency Medical Tech DC**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Ivy Tech: PARM 102



This course is based on the training program developed by the Department of Transportation and the Emergency Medical Services Commission of Indiana. It covers theories, techniques and operational aspects of pre-hospital emergency care within the scope and responsibility of the emergency medical technician (EMT). It requires laboratory practice and clinical observation in a hospital emergency room and ambulance. Successful completion of the course meets national requirements to test for certification as an NREMT.

Pre-/Co-Requisite: Principles of Healthcare; Medical Terminology

**Fire and Rescue Pathway - All three courses will be taken at the same time.**

*Hosted by Southmont High School*

**7195 Principles of Public Safety DC**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Ivy Tech: HSPS 102

Principles of Public Safety provides the student with an overview of the requirements necessary to complete a degree in Public Safety; including an overview of faculty expectations and support that is offered to students in this program. Students are introduced to the degree requirements and are guided through the completion of an Individual Academic Plan. Students are introduced to Student Retention Services, Library System and Research, Writing Tutorial Services, and Career Services for assistance in successfully completing projects throughout the course and degree program.

Areas of interest include Fire Science, Homeland Security, Environmental Health and Safety, and Emergency Medical Services. In addition to these competencies students will also cover an array of topics under hazmat awareness and operations including: hazardous materials definitions; regulations; statistics; properties and hazards; hazardous materials identification; incident

management priorities; strategic goals and tactical objectives; personal protective equipment; contamination and decontamination; incident-specific strategies and tactics; terrorists and other criminal activities.

**7189 Fire Fighting Fundamentals DC**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Ivy Tech: HSPS 165, HSPS 106

Fire Fighting Fundamentals is for those students who are seeking certification as a firefighter. This course will introduce the student to NFPA 1001 which serves as the standard of measurement for all firefighters in North America. Introduced students to fire service terminology, history and basic firefighting skills needed to complete and pass all requirements designed by the Department of Homeland Security for Basic, Mandatory and Fire Fighter I. Furthermore, students will study fire protection systems, firefighter safety and survival. Students will also learn what fire is, the chemical hazards of combustion and related byproducts of fire. Fire department organization, administration, operations, and basic strategies and tactics will be covered.

**Pre-/Co-Requisite: Principles of Public Safety**

**7186 Advanced Fire Fighting DC**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Ivy Tech: HSPS 167, HSPS 122

Advanced Fire Fighting builds on skills learned in Fire Fighting Fundamentals. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, and (5) Hazardous Materials Operations. An additional two

industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum.

**Pre-/Co-Requisite: Principles of Public Safety**

**Pre-Nursing—Certified Nursing Assistant (CNA) -**

**All three courses will be taken at the same time.**

*Hosted by Crawfordsville High School at Off-Site Location*

**7168 Principles of Healthcare DC**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Ivy Tech: HLHS 100

Principles of Healthcare content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student's career objectives.

**5274 Medical Terminology**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Ivy Tech: HLHS 101, HLHS 102

Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation of a medical vocabulary including; appropriate and accurate meaning, spelling, and

pronunciation of medical terms, and abbreviations, signs, and symbols.

**7166 Healthcare Specialist: CNA DC**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Ivy Tech: HLHS 107, HLHS 113

The Healthcare Specialist: CNA prepares individuals desiring to work as nursing assistants with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses. The course will introduce students to the disease process and aspects of caring for a long-term care resident with dementia. Individuals who successfully complete this course are eligible to apply to sit for the Indiana State Department of Health (ISDH) certification exam for nursing assistants. This course meets the minimum standards set forth by the ISDH for Certified Nursing Assistant training and for health care workers in long-term care facilities.

**Pre-/Co-Requisite: Principles of Healthcare; Medical Terminology**

**Year 2**

**5284 Health Science Education 2: Nursing DC**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Ivy Tech: HLHS 107, HLHS 113

Health Science Education 2: Nursing is an extended laboratory experience designed to provide students with the opportunity to assume the role of nurse assistant. Students have the opportunity to learn, and then to practice those technical skills previously learned in the classroom at qualified clinical sites while under the direction of licensed nurses. These sites may

include extended care facilities, hospitals and home health agencies. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels of the healthcare field; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills such as providing appropriate personal care to patients; reporting necessary information to nursing staff; operating and monitoring medical equipment; teaching and assisting patients and families with the management of their illness or injury; and performing general health screenings. This course provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to post-secondary opportunities, and to work in a variety of health science careers.

Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

**Pre-/Co-Requisite: Health Science Education I with Medical Terminology**

**Radio and Television Pathway- All three courses will be taken at the same time.**

*Hosted by Western Boone Jr/Sr High School*

### **7139 Principles of Radio & TV DC**

Term – 2 semesters

Credit – 2

Grades: 11-12

Dual Credit with Vincennes: BCST 102, BCST 110

Principles of Radio & TV provides an introduction to the fundamentals of digital production. Students will develop basic skills in digital production techniques for audio, video, studio, and field production.

### **7135 Audio & Video Production**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Vincennes: BCST 120, BCST 140

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

***Pre-/Co-Requisite: Principles of Radio & TV***

### **7137 Mass Media Performance DC**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Vincennes: BCST 110, BCST 112

Students will study the theory and practice in the voice and visual aspects of radio and television performance. In addition, this course introduces the skills used to acquire and deliver news stories in a digital media format. Students will learn how to research issues and events, interview news sources, interact with law enforcement and government officials, along with learning to write in a comprehensive news style.

**Pre-/Co-Requisite: Principles of Radio & TV**

### **5992 Radio and Television Capstone DC**

Term – 2 semesters

Credit – 2, 1 per semester

Grades: 11-12

Dual Credit with Vincennes: BCST 206

Radio and Television II prepares students for admission to television production programs at institutions of higher learning. Students train on professional equipment creating a variety of video projects. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting and audio.

**Pre-/Co-Requisite: Radio and Television I**

**Welding Technology Pathway - All three courses will be taken at the same time.**

*Hosted by Southmont High School/ North Montgomery High School*

### **7110 Principles of Welding Technology DC**

Term – 2 semesters

Credit – 2

Grades: 11-12

Dual Credit with Vincennes: WELD 100

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

### **7111 Shielded Metal Arc Welding DC**

Term – 2 semesters

Credit – 2

Grades: 11-12

Dual Credit with Vincennes: WELD 102

This course involves the theory and application of the Shielded Metal Arc Welding process. Process theory will include basic electricity, power sources, electrode selection, and all aspects pertaining to equipment operation and maintenance. Laboratory welds will be performed in basic weld joints with a variety of electrodes in the flat, horizontal and vertical positions. Emphasis will be placed on developing the basic skills necessary to comply with AWS industry standards.

**Pre-/Co-Requisite: Principles of Welding Technology**

### **7101 Gas Welding Processes DC**

Term – 2 semesters

Credit – 2

Grades: 11-12

Dual Credit with Vincennes: WELD 103

A course designed to cover the operation of Gas Metal Arc Welding (MIG) equipment. This will include all settings, adjustments and maintenance needed to weld with a wire feed system. Instruction on both short-arc and spray-arc transfer methods will be covered. Tee, lap, and open groove joints will be done in all positions with solid, fluxcore, and aluminum wire. Test plates will be made for progress evaluation. Schools will have the option to introduce students to both MIG and TIG welding rather than focusing solely on MIG welding.

**Pre-/Co-Requisite: Principles of Welding Technology**

### **Year 2**

### **5778 Welding Technology Capstone DC**

Term – 2 semesters

Credit – 2



Grades: 12

Dual Credit with Vincennes: WELD 104, WELD 105, WELD 106, WELD 108

The Welding Technology Capstone course builds upon the knowledge and skills developed in Welding Fundamentals, Shielded Metal Arc Welding, and Gas Metal Arc Welding by developing advanced welding skills in Gas Tungsten Arc Welding (TIG), Pipe Welding, and Fabrication. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.

**Pre-/Co-Requisite: Welding Technology I**

## SPECIAL SERVICES

### 1002 Applied English 9

Applied English 9 is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, 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.

- Recommended Grade: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

### 1004 Applied English 10 :

Applied English 10, an integrated English course based on the Indiana Content Connectors for

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

- Recommended Grade: 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

### 1006 Applied English 11

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

### 1008 Applied English 12

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion
- Course may be used for students in 18-22 year-old programming.

### **3506 Applied Health & Wellness Education**

Applied Health & Wellness, a course based on Indiana's Academic Standards for Health & Wellness and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-

free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as an elective or Health & Wellness requirement for the Certificate of Completion

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

Applied Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as a Physical Education requirement for the Certificate of Completion

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

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

Ongoing assessment includes individual progress and performance-based skill evaluation.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 2 units maximum
- Counts as a Physical Education requirement for the Certificate of Completion

## **2520 Applied Algebra I**

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: None
- 4 units maximum
- Fulfills a Math requirement for the Certificate of Completion

## **2532 Applied Geometry**

Applied Geometry formalizes and extends students' geometric experiences from the middle grades. These critical areas comprise the Geometry course: Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: None

## **4540 Applied Personal Financial Responsibility**

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. Content includes analyzing personal standards, needs, wants, and goals; identifying sources of income, and navigating technology for money management. A project based approach and applications through authentic settings such as work based observations, service learning experiences and community-based instruction are appropriate. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged.

- Recommended Grade: 9,10,11,12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 units maximum
- Counts as an elective for the Certificate of Completion
- Qualifies as an Applied Math course for the Certificate of Completion

## **4528 Applied Digital Applications and Responsibility**

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. Students may be provided with the opportunity to seek industry-recognized digital literacy certifications.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 4 units maximum



- Counts as an elective or Employability requirement for the Certificate of Completion

### **5394 Applied Preparing for College and Careers**

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. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

- Recommended Grade: 9,10,11,12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 units maximum
- Counts as an elective or Employability for the Certificate of Completion

### **5330 Applied Adult Roles and Responsibilities**

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 college, career and community membership success. Service learning and other authentic applications are strongly recommended.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 units maximum
- Counts as an elective or Employability Requirement for the Certificate of Completion

### **5342 Applied Nutrition and Wellness**

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. A project-based approach that utilizes higher order thinking, communication, leadership, self determination, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 units maximum
- Counts as an Employability Requirement or elective for the Certificate of Completion

### **5364 Applied Interpersonal Relationships**

Applied Interpersonal Relationships is an introductory course that is relevant for students interested in careers that involve interacting with people and for everyday life relationships. This course addresses knowledge and skills needed for positive



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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 units maximum
- Counts as an Employability Requirement or elective for the Certificate of Completion

### **3024 Applied Biology I**

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Fulfills as a science requirement for the Certificate of Completion

### **1542 Applied United States History**

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.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Applied Units: 4 units maximum
- Counts as a Social Studies Requirement or elective for the Certificate of Completion

### **1540 Applied United States Government**

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. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will recognize their own impact, the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none

- Applied units: 2 units maximum
- Counts as a social studies requirement or elective for the Certificate of Completion

### **1514 Applied Economics**

Applied Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course identifies economic behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade. Students may be offered opportunities to better understand and apply course content through a variety of instructional strategies including project- and community-based instruction and real world experiences.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites:
- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or elective for the Certificate of Completion

students with the ability to continue to learn in a range of different life situations.

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

### **0500 BASIC SKILLS DEVELOPMENT**

Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide