NEW PALESTINE HIGH SCHOOL

2024 – 2025 CURRICULUM GUIDE

"Achieving Our Personal Best in the Pursuit of Excellence"

New Palestine High School is proud to offer this 2024 – 2025 course description guide to parents and students with the expectation that all students will meet the requirements for graduation as determined by the Indiana Department of Education. These curriculum offerings are aimed at preparing students for entry into post-secondary institutions, vocational programs, and the workforce. Furthermore, the offerings outlined in this guide will allow students to experience a well-rounded, rigorous, and valid education. Some courses in this guide, particularly the elective courses offered for the 2024 – 2025 school year, are presented as tentative offerings and may not be available at the time of scheduling or at the start of the school year. Students and parents are encouraged to plan course selections in cooperation with the School Counseling department.

Sincerely,

James Voelz

Principal
New Palestine High School

New Palestine High School
A Guide to Course Selection And Program Planning
2024 – 2025

New Palestine High School is a comprehensive high school with a curriculum designed to allow students to complete requirements for graduation as determined by the Indiana Department of Education. These curriculum offerings will also prepare students for entry into post-secondary institutions, vocational education, and the workforce. Students and parents are encouraged to plan course selections in cooperation with the school counseling department. Parents are encouraged to become actively involved with their student(s) in the selection of coursework. The information contained in this handbook should be studied and referred to often during the scheduling process and throughout the school year.

Mission Statement

New Palestine High School, through collaboration, will provide an environment in which knowledge and skills are developed so every student will achieve his or her personal best.

Accreditation

New Palestine High School is a fully accredited school as determined by the Indiana Department of Education for grades nine through twelve. New Palestine High School is a member of and is fully accredited by Advanced Ed.

TABLE OF CONTENTS

New Palestine High School Administration and School Counselors

Administration

Principal ..……...……...……..……...……...Mr. James Voelz

Assistant Principal ……...Mr. Nicholas Mitchaner

Assistant Principal…….. Mr. Craig Moore

Athletic Director ……..Mr. Brian Murphy

Counseling Department

Director of School Counseling…….....……..Mrs. Caitlin Fangman

School Counselor……...……..Mrs. Summer Grinstead

School Counselor……...……...……...Mr. Michael Rentfrow

School Social Worker……...Mrs. Taylor Zimmermann

Counseling Department Secretary & Registrar…….Mrs. Nettie Greulich

STUDENT / SCHOOL COUNSELOR ASSIGNMENTS

Michael Rentfrow	Students last names A - J 317-861-4417 ext. 2022
Summer Grinstead	Students last names K - T 317-861-4417 ext. 2015
Caitlin Fangman	Students last names U - Z & all Early College students 317-861-4417 ext. 2016

Transcript requests should be made through Naviance for seniors. Underclassmen can request a transcript by contacting their school counselor or Mrs. Greulich, Counseling Department Secretary, at ngreulich@newpal.k12.in.us. Alumni should go through parchment.com for transcript requests.

FOR YOUR INFORMATION:

Throughout high school, students and parents will encounter numerous important terms referencing our course of study. The following is a listing of some of those terms and their descriptions:

CORE 40 WITH ACADEMIC HONORS (AHD): Please see descriptions on page 11.

CORE 40 WITH TECHNICAL HONORS (THD): Please see descriptions on page 11.

ADVANCED PLACEMENT: AP courses are intended to be equivalent to a similar college level course. Curriculum is set by CollegeBoard. Students who select Advanced Placement (AP) courses earn high school credit and have the potential to earn college credit with a sufficient score on an AP exam. *There may be an additional fee for the AP exam*. A comprehensive description of AP courses can be found on the College Board AP Central Course Description web page at: **http://apcentral.collegeboard.org/courses.**

DUAL CREDIT: Dual Credit (DC) is the term given to courses in which high school students earn both high school and college credits simultaneously. Dual credit is offered by both state and independent colleges and universities. *Additional fees per credit hour for DC courses may apply.*

EARLY COLLEGE: The Early College program at New Palestine High School is a partnership with Vincennes University, in which students receive high school and college credit simultaneously. Students are selected for this program prior to their freshman year at New Palestine High School.

IUPUI/IVY TECH CONCURRENT ENROLLMENT: Students have the opportunity in their senior year to attend classes at IUPUI through the SPAN Program or at Ivy Tech Community College through the Early Admission program. Students wishing to pursue this option are encouraged to discuss these programs with his/her assigned school counselor.

STATE APPROVED COURSE TITLES: An entire list of Indiana approved high school course titles can be found at **https://www.in.gov/doe/students/indiana-academic-standards/course-titles-and-descriptions/.**

CORE TRANSFER LIBRARY: Indiana has developed the Core Transfer Library (CTL) - a list of college courses that will transfer among all Indiana public colleges and university campuses, assuming adequate grades. All CTL courses will meet the general education or free elective requirements of undergraduate degree programs, and a significant majority of CTL courses will also count as one-on-one equivalents to courses taught at a college campus. *If students choose to enroll in a dual credit course, they should directly contact the college they plan to attend to see how the dual credit course taken in high school can be transferred to that institution*. Indiana colleges and universities provide many opportunities for students to earn college credit while still attending high school. To view a complete list of courses visit **www.transferin.net.**

ATHLETIC ELIGIBILITY: Students must have earned a minimum of five credits in the preceding semester and be enrolled and passing a minimum of five courses in the current nine weeks to be eligible for IHSAA athletics. For NCAA eligibility information: **www.ncaa.org.** For NAIA eligibility information: **www.playnaia.org.** Questions may also be addressed to the high school Athletic Director.

REQUIRED COURSE: A specific class required by the State of Indiana or by the local school corporation, to be successfully completed in order to meet graduation requirements as outlined by the Indiana Department of Education.

WEIGHTED GRADES: A baseline GPA will be calculated based on a 4.000 scale. Upon successful completion of specified courses, an additional numerical value, or weight, will be applied to the semester grade. The GPA will be determined using three levels of weights.

EARNING HIGH SCHOOL CREDITS

Credit: A numerical value given upon successful completion of a class. For each class successfully completed per semester, one credit will be given. Example:

A. One semester of mathematics = One credit
B. One year or two semesters of mathematics = Two credits

GRADING SCALE

A	93-100%	A-	90-92%	B+	87-89%	B	83-86%
B-	80-82%	C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	63-66%	D-	60-62%	F	0-59%

STUDENT CLASS RANKING PROCEDURES

Class Ranking is based upon the student's Grade Point Average (GPA): As an example, each final letter grade for the semester is assigned a point value as listed below.

A = 4.0000 Pts.	B- = 2.6667 Pts.	D+ = 1.3334 Pts.
A- = 3.6667 Pts.	C+ = 2.3334 Pts.	D = 1.0000 Pts.
B+ = 3.3334 Pts.	C = 2.0000 Pts.	D- = 0.6667 Pts.
B = 3.0000 Pts.	C- = 1.6667 Pts.	F = 0.0000 Pts.

Formula for GPA is given below. Students are ranked from highest to lowest based upon their weighted grade point average. These calculations are based upon semester grades.

$$\text{Cumulative grade point average} = \frac{\text{Total cumulative points}}{\text{Total attempted classes}}$$

Weighted Grades: A baseline GPA will be calculated based on a 4.000 scale. For each weighted course successfully completed with a C or better, an additional value will be added to the semester grade using the three levels of weight listed below:

LEVEL 1—0.0050 FACTOR	LEVEL II—0.0075 FACTOR	LEVEL III--.0100 FACTOR
Honors English 9	Anatomy & Physiology	AP Biology
Honors English 10	DC Adv. Speech	AP Calculus AB
Honors Algebra II	DC Physics	AP Calculus BC
Honors Geometry	Precalculus	AP Chemistry
Introduction to Engineering	Trigonometry	AP Computer Science Principles
Principles of Engineering		AP English Literature & Composition
		AP Environmental Science
		AP Physics
		AP Precalculus
		AP Statistics
		AP Studio Art
		DC Composition
		DC Spanish IV
		DC US Government/We The People
		DC US History

GRADE CARDS/REPORT CARDS

Nine week, midterm and semester grade reports are not mailed home. Grades are up-to-date for parents and students at all times via PowerSchool.

SCHEDULING

It is important that serious consideration be given to course selections. These selections determine the types of courses offered and impact staffing. Therefore, it becomes difficult to change classes once the master schedule is established in spring of 2024. We encourage students and parents to contact teachers or school counselors if they have questions about a class before selecting a class. Students are also encouraged to meet with and review their class selections with their assigned school counselor. In the spring of 2024, students will have a scheduling window to create their schedule for the 2024 – 2025 school year. Students will have until the last day of the scheduling window to update or change course selections for the 2024 – 2025 school year. Students who fail to complete a schedule by the time the scheduling window closes will have one created for them by their assigned school counselor. Courses described and offered in this guide may not be available at the time of scheduling and/or at the beginning of the 2024 – 2025 school year.

SCHEDULE CHANGES

Schedule changes should be made during the summer prior to the start of the school year. During the first week of each semester, schedule changes will be made (1) if the student has already taken the course; (2) if a different course is necessary to meet graduation requirements; (3) if the student wishes to increase the rigor of his/her schedule; or (4) if the student has an incomplete schedule. ANY OTHER SCHEDULE CHANGES WILL REQUIRE COMMUNICATION WITH THE PARENT, STUDENT AND HIS/HER ASSIGNED SCHOOL COUNSELOR. **New Palestine High School does <u>NOT</u> accept teacher requests/changes from parents or students.**

After the first week of each semester, students are not permitted to join a new class. Students wishing to drop a class after this time may do so for a study hall only, and only if they do not already have a study hall in their schedule. After the end of the first nine-weeks, students will no longer have this option. Beginning the first day of the second nine weeks, students wishing to drop a class will receive a "WF", which results in an "F" figured into the student's transcript and GPA.

Students are encouraged to enroll in seven academic courses each semester. Students may enroll in six courses with a limit of one study hall per semester. **Students who are enrolled in a study hall will not be permitted to drop a class,** as students are only allowed one study hall each semester.

MIDTERM GRADUATES

Mid-term graduate forms are available in the School Counseling office. Students considering the option to graduate at midterm must meet with their school counselor during the spring scheduling window. Midterm graduates must be able to complete all graduation requirements by the end of the first semester of the senior year. Midterm graduates may continue to participate in various school sponsored functions including, but not limited to, athletic events, prom, school plays, etc. It is the responsibility of the student and parent to monitor important dates and events that arise during the spring semester. Midterm graduates have the option to participate in the commencement ceremony at the end of the school year.

NOTICE OF STUDENT DIRECTORY INFORMATION

In accordance with Federal and State law, the Board of School Trustees shall release the names, addresses and home phone numbers of secondary students to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. A secondary school student or parent may request that the student's name, address, and telephone/cell phone number not be released without prior consent of the parent/eligible student. The parent or student must make the request in writing at the end of the student's sophomore year in high school. If the student opts-out in the sophomore year, a revocation may be made during the junior year.

EQUAL OPPORTUNITY

CSCSHC does not discriminate on the basis of religion, race, color, national origin, gender, disability or age in its programs, activities, or employment. Further, it is the policy of this Corporation to provide an equal opportunity for all students, regardless of race, color, creed, disability, religion, gender, ancestry, age, national origin, place of residence within the boundaries of the Corporation, or social or economical background, to learn through the curriculum offered in the Corporation. Any person who believes that he/she has been discriminated against or denied equal opportunity or access to programs or services may file a complaint, which shall be referred to as a grievance, with one of the Corporation's Compliance Coordinators.

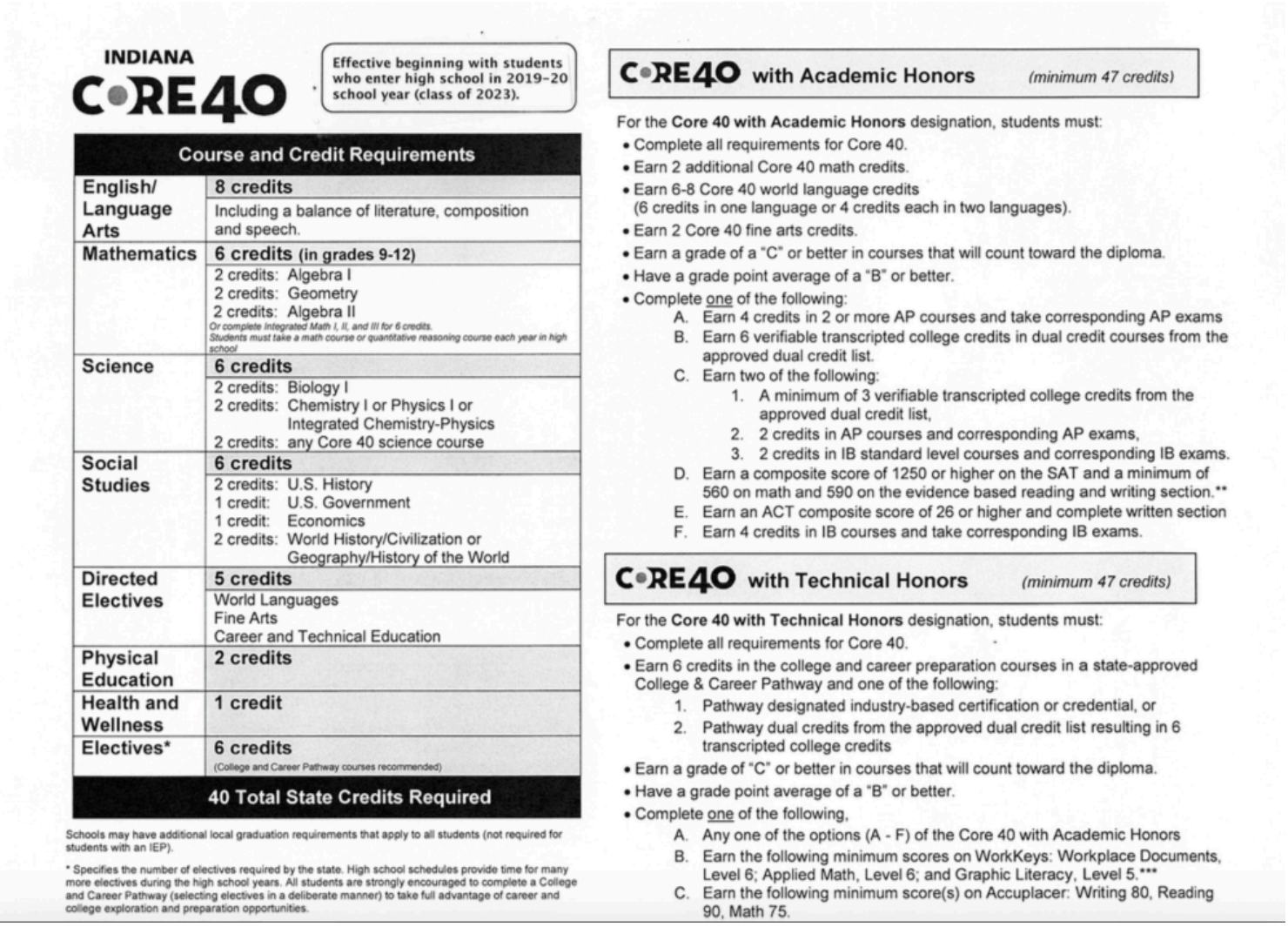
The Rehabilitation Act of 1973 is a federal nondiscrimination statute. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. An eligible student under the Act's Section 504 is a student who (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity (such as self-care, breathing, walking, seeing, hearing, speaking, learning, reading, concentrating, thinking, communicating, working and performing manual tasks) or a major bodily function (such functions include immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions).

District Section 504 Coordinator:
Katy Eastes
Director of Student Services
4711 South 500 West
PO BOX 508
New Palestine, IN 46163
(317) 861-4463

Corporation Compliance Officer:
Dr. Lisa Lantrip, Superintendent, CSCSHC
4711 South 500 West
PO BOX 508
New Palestine, IN 46163
(317) 861-4463

Title IX Coordinator:
Katy Eastes
Director of Student Services
4711 South 500 West
PO BOX 508
New Palestine, IN 46163
(317) 861-4463

CORE 40, ACADEMIC HONORS DIPLOMA & TECHNICAL HONORS DIPLOMA GRADUATION REQUIREMENTS



INDIANA CORE 40

Effective beginning with students who enter high school in 2019-20 school year (class of 2023).

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

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.

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

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

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

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

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

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

*The class of 2023 and beyond will have additional graduation pathways requirements.

New Palestine High School Course Offerings - 2024-2025

ART

Intro to 2-D Art (*1 semester*) & Intro to 3-D Art (*1 semester*): These courses offer an introduction to authentic art making processes with personalized instruction utilizing the elements and principles of design. Students conceptualize, develop and refine artistic ideas and works of art. Students examine and make connections to significant historical and contemporary works of art. Students explore and develop craft in drawing, painting, design, illustration, calligraphy, printmaking, hand-built ceramics, subtractive and assemblage sculpture, textiles and crafts.
• Grade Levels: 9, 10, 11, 12
• Fulfills requirement for 1 or 2 Fine Arts credits for AHD
• Counts as directed elective or elective credit for Core 40, AHD & THD

Advanced 2-D (*1 semester)* & Advanced 3-D Art (*1 semester)*: These courses build on the sequential learning experiences of Introduction to Two & Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.
• Grade Levels: 10, 11, 12
• Recommended Foundational Courses: Intro to 2D Art & Intro to 3D Art
• May earn multiple credits in either course
• Fulfills requirement for 1 or 2 Fine Arts credits for AHD
• Counts as directed elective or elective credit for Core 40, AHD & THD

Fine Arts Connections (*1 semester)* In this course, students explore the conceptualization process of art making and make trans-disciplinary connections within other academic subjects. Students create works of art encompassing multiple disciplines, literacies, and sign systems, reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about the nature and purposes of art. Students incorporate presentation skills and utilize resources from the arts community and identify related careers. This class may be repeated for full credit.
• Grade Levels: 10, 11, 12
• Recommended Foundational Courses: Intro to 2D & 3D Art
• May earn multiple credits in course
• Fulfills requirement for 1 Fine Arts credit for AHD
• Counts as elective or directed elective credit for Core 40, AHD & THD

Ceramics *(1 semester)* Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.
• Grade Levels: 10, 11, 12
• Recommended Foundational Courses: Intro to 2D Art & Intro to 3D Art
• May earn multiple credits in course
• Fulfills requirement for 1 Fine Arts credit for AHD

• Counts as directed elective or elective credit for Core 40, AHD & THD

Digital Design ***(1 semester)*** 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.
• Grade Levels: 10, 11, 12
• Recommended Foundational Courses: Intro to 2D Art
• May earn multiple credits in course
• Fulfills requirement for 1 Fine Arts credit for AHD
• Counts as directed elective or elective credit for Core 40, AHD & THD

Drawing ***(1 semester)*** Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.
• Grade Levels: 10, 11, 12
• Recommended Foundational Courses: Intro to 2D Art
• May earn multiple credits in course
• Fulfills requirement for 1 Fine Arts credit for AHD
• Counts as directed elective or elective credit for Core 40, AHD & THD

Painting ***(semester course)*** Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art- related careers.
• Grade Levels: 10, 11, 12
• Recommended Foundational Courses: Intro to 2D Art
• May earn multiple credits in course
• Fulfills requirement for 1 Fine Arts credit for AHD
• Counts as directed elective or elective credit for Core 40, AHD & THD

AP Studio Art ***(year course)*** This course is established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

• Grade Level: 12
• Recommended Foundational Courses: Advanced 2D Art or Adv 3D Art or one semester of the following: Fine Arts Connection, Drawing, Painting, & permission from instructor.
• Fulfills requirement Fine Arts credits for AHD.
• Fulfills one (1) AP requirement for AHD & THD
• Counts as directed elective or elective credit for Core 40, AHD & THD

BUSINESS, INFORMATION TECHNOLOGY, MARKETING & ENTREPRENEURSHIP

Preparing for College and Careers **(*semester course)*** The focus of the course is the impact of today's choices by students on tomorrow's possibilities. Topics to be addressed aim to improve a student's skills needed for success both personally and professionally. Students will have the opportunity to explore personal aptitudes, interests, values and goals; examine multiple life roles and responsibilities as individuals and family members which includes managing personal finances; plan and build employability skills; and transfer current school skills to life and work. The course includes information about the 16 national career clusters and allows students time to investigate numerous post-secondary options including college.

- **All Freshmen and NEW students are REQUIRED to complete this course.**
- Counts as directed elective or elective credit for Core 40, AHD & THD.

Accounting Fundamentals ***(year course)*** This course introduces students to the language of business using Generally Accepted Accounting Principles (GAAP) and procedures. The accounting cycle for both a proprietorship and a corporation using double-entry accounting will be completed. Accounting principles are taught in the context of both manual and automated financial systems. Accounting students learn to analyze and record financial transactions and interpret the results of those transactions as they affect business operations. Emphasis is placed on accuracy and ethical obligations of record keeping. Some specific areas of study include taxes, payroll, depreciation and inventory control. Other topics covered include accounting career opportunities and current trends in the world of business and finance.

- Grade Levels: 10, 11, 12
- Counts as directed elective or elective credit for Core 40, AHD & THD.
- Qualifies as a quantitative reasoning course.

Service Learning ***(year course)*** Service Learning is a senior-only, project-based, service-learning course. The purpose of this course is to equip and empower students to become caring, giving and involved citizens. Students will come away from this class with the knowledge, skills and experiences that will prepare them for a lifetime of engagement in philanthropy. This course will utilize a student-centered, student-driven, experiential approach to learning. Students will be given opportunities to identify needs in our community and develop plans and projects to help meet those needs. An emphasis is placed on problem solving, communication, leadership, marketing and management skills. Students will actively explore real-world problems and challenges and work together to create effective solutions while representing our school and student body. Enrollment in this course is by application and approval only. Preference will be given to students who have demonstrated proficiencies in the areas listed above. **See Mr. Large for an application.**

- Grade Level: 12
- Counts as directed elective or elective credit for Core 40, AHD & THD

Graphic Design ***(year course)*** Graphic Design is a 2 semester course where Art meets Technology! Much of your time in this course will be spent working on creative projects that are driven by technology. This course is taught in one of the most technologically advanced labs in the state, complete with thirty iMacs loaded with the latest design software, a poster printer, video capture hardware and a green-screen studio! The coursework is student-centered and project-driven. Stop by Mr. Large's room to see examples of student work and to ask any questions!

- Grade Levels: 10, 11, 12
- Counts as directed elective or elective credit for Core 40, AHD & THD

Principles of Business Management ***(year course)*** This course focuses on the roles and responsibilities of managers and the opportunities and challenges of ethically managing a business in the free enterprise system. Students will gain an understanding of management, team building, leadership, problem solving steps and processes that contribute to the achievement of a business's goals. This course also provides an overview of other facets of business including finance, human resources and marketing. Students will routinely use simulations and projects throughout the course and will contribute to running our school's online spirit store.
• Grade Level: 9, 10, 11, 12
• Recommended Foundational Courses: Preparing for College & Careers
• Counts as elective or directed elective credit for Core 40, AHD & THD
• **This is the first course in several Business pathways (Marketing and Sales, Business Administration) for the Next Level Programs of Study (NLPS)**

Marketing Fundamentals ***(year course)*** This course provides the fundamental principles in the marketing of goods, services, and ideas. Course includes planning, pricing, promotion, and distribution. This course focuses on global marketing, marketing ethics, and managing the marketing function.
• Grade Level: 10, 11, 12
• Recommended Foundational Courses: Preparing for College & Careers, Principles of Business Management
• Counts as directed elective or elective credit for Core 40, AHD & THD
• **This is the second course in the Marketing and Sales career pathway for the Next Level Programs of Study (NLPS)**

Strategic Marketing ***(year course)*** This course builds upon the foundations of marketing and applies the functions and concepts of marketing at an advanced level. The course will provide an experiential framework for teaching and learning marketing and public relations concepts. The NPHS Strategic Marketing classroom will become a "hub" for NPHS marketing projects. Students will market and promote athletics, performing arts, departmental information, and all types of school events throughout the school corporation.
• Grade Level: 11, 12
• Recommended Foundational Courses: Principles of Business Management and Marketing Fundamentals
• Counts as directed elective or elective credit for Core 40, AHD & THD
• **This is the third course in the Marketing and Sales career pathway for the Next Level Programs of Study (NLPS)**

Personal Financial Responsibility ***(semester course)*** Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as Work-based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.
• Grade Level: 11, 12
• Counts as a directed elective or elective for all diplomas

Work Based Learning Capstone ***(year course)*** This year-long program combines classroom instruction with work-based learning experiences in order to prepare students for college and/or a career. A work-based learning experience can include: cooperative (work), internship, or service learning experiences. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's learning experiences and assist in evaluating achievement and performance. Students are required to attend classroom instruction for training development, documentation, verification and reporting. Students are released after 5th period each day to attend work-based learning at an approved training site. Time allocations are a minimum of fifteen hours per week (for a minimum total of 270 work hours per semester) of work-based learning. To participate in the Work Based Learning program, students must have an acceptable attendance and discipline record. An application to participate is required. **See Mr. Large for an application**.

• Grade Level: 12
• Recommended Foundational Courses: Four credits of courses related to a student's career pathway *recommended*.
• Counts as 2 directed elective or elective credits per semester for Core 40, AHD & THD

AP Computer Science Principles ***(year course)*** This is a course based on content established by the CollegeBoard. AP Computer Science Principles is designed to be equivalent to a first-semester, introductory, college computing course. Students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. **An AP exam is given at the end of the course and may include an additional fee.**
• Grade Level: 11, 12
• Recommended Foundational Courses: Algebra 1
• Counts as an elective requirement for Core 40, AHD & THD
• Fulfills an additional Mathematics requirement for AHD
• Meets one (1) AP requirement for AHD & THD

ENGINEERING & TECHNOLOGY

Courses may include additional fees.

Principles of Construction Trades ***(year course)*** This course prepares students with the basic skills needed to continue in a construction trade field. Topics will include an introduction to the types and uses for common hand and power tools, learn the types and basic terminology associated with construction drawings, and basic safety. Additionally students will study the roles of individuals and companies within the construction industry and reinforce mathematical and communication skills necessary to be successful in the construction field.
• Grade Levels: 9, 10, 11, 12
• Counts as directed elective or elective credit for Core 40, AHD & THD
• **This is the first course in the Construction career pathways (Civil and Carpentry) for the Next Level Programs of Study (NLPS)**

Construction Trades: General Carpentry ***(year course)*** This course builds upon the skills learned in the Principles of Construction Trades and examines the basics of framing. This includes studying the procedures for laying out and constructing floor systems, wall systems, ceiling joist and roof framing, and basic stair layout. Additionally students will be introduced to building envelope systems. ***Students may elect to take this course as a dual credit course through Ivy Tech (BCTI 101, BCTI 102 and NCCER Curriculum).**
• Grade Levels: 10, 11, 12
• Required Prerequisite or Corequisite: Principles of Construction Trades
• Counts as directed elective or elective credit for Core 40, AHD & THD
• **This is the second course in the Construction Trades - Carpentry pathway for the Next Level Programs of Study (NLPS)**

Construction Trades: Framing and Finishing ***(year course)*** Framing and Finishing prepares students with advanced framing skills along with interior and exterior finishing techniques. Topics include roofing applications, thermal and moisture protection, exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation. ***Students may elect to take this course as a dual credit course through Ivy Tech (BCTI 103, BCTI 104 and NCCER Curriculum).**
• Grade Levels: 10, 11, 12
• Required Prerequisite or Corequisite: Principles of Construction Trades, Construction Trades: General Carpentry
• Counts as directed elective or elective credit for Core 40, AHD & THD
• **This is the third course in the Construction Trades - Carpentry pathway for the Next Level Programs of Study (NLPS)**

Civil Construction Fundamentals ***(year course)*** This course covers the first half of NCCER Heavy Highway Construction Level 1. Its modules cover topics such as orientation to the trade, identification of equipment used in heavy highway construction, heavy highway construction safety, work-zone safety, soils, site work, excavation math, and interpreting civil drawings. The NCCER Heavy Highway Construction Level 1 certificate will not be awarded until the student successfully completes both this course and Advanced Civil Construction. ***Students may elect to take this course as a dual credit course through Ivy Tech (BCTI 110, BCTI 120 and NCCER Curriculum).**
• Grade Levels: 10, 11, 12
• Required Prerequisite or Corequisite: Principles of Construction Trades
• Counts as directed elective or elective credit for Core 40, AHD & THD
• **This is the second course in the Civil Construction pathway for the Next Level Programs of Study (NLPS)**

Advanced Civil Construction ***(year course)*** Advanced Civil Construction builds upon the knowledge and skills learned in the fundamentals course and covers the second half of NCCER Heavy Highway Construction Level 1. Its modules cover topics such as rigging practices, crane safety and emergency procedures, basic principles of cranes, and crane communications. The NCCER Heavy Highway Construction Level 1 certificate and wallet card will also be awarded upon successful completion of this course. ***Students may elect to take this course as a dual credit course through Ivy Tech (BCTI 121 and NCCER Curriculum).**
• Grade Levels: 10, 11, 12
• Required Prerequisite or Corequisite: Principles of Construction Trades, Civil Construction Fundamentals
• Counts as directed elective or elective credit for Core 40, AHD & THD
• **This is the third course in the Civil Construction pathway for the Next Level Programs of Study (NLPS)**

Principles of Advanced Manufacturing ***(year course)*** This course includes classroom and laboratory experiences in Industrial Technology and Manufacturing Trends. Domains include safety and impact, manufacturing essentials, lean manufacturing design principles, and careers in advanced manufacturing. hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience. ***Students may elect to take this course as a dual credit course through Ivy Tech (MPRO 102, MPRO 122 and MPRO 201). Students can also earn one industry certification.**
• Grade Levels: 9, 10 11, 12
• Counts as directed elective or elective credit for Core 40, AHD & THD
• **This is the first course in the Advanced Manufacturing: Industrial Automation and Robotics pathway for the Next Level Programs of Study (NLPS)**

Advanced Manufacturing Technology ***(year course)*** This course introduces manufacturing processes and practices used in manufacturing environments. The course also covers key electrical principles, including current, voltage, resistance, power, inductance, capacitance, and transformers, along with basic mechanical and fluid power principles. Topics include types of production, production materials, machining and tooling, manufacturing planning, production control, and product distribution. Students will be expected to understand the product life cycle from conception through distribution. This course also focuses on technologies used in production processes. Basic power systems, energy transfer systems, machine operation, and control will be explored. This course will use lecture, lab, online simulation, and programming. ***Students may elect to take this course as a dual credit course through Ivy Tech (ADMF 102).**
• Grade Levels: 10, 11, 12
• Recommended Prerequisites: Principles of Advanced Manufacturing
• Counts as directed elective or elective credit for Core 40, AHD & THD
• **This is the second course in the Advanced Manufacturing: Industrial Automation and Robotics pathway for the Next Level Programs of Study (NLPS)**

Mechatronics Systems ***(year course)*** This course covers the basic electrical and mechanical components and functions of a complex mechatronics system. Through a systems approach, students will learn about mechanical components which lead and support the energy through a mechanical system to increase efficiency and to reduce wear and tear. By understanding the complete system, students will learn and apply troubleshooting strategies to identify, localize and (where possible) to correct malfunctions. Preventive maintenance of mechanical elements and electrical drives as well as safety issues within the system will also be discussed. ***Students may elect to take this course as a dual credit course through Ivy Tech (ADMF 112 and ADMF 122).**
• Grade Levels: 10, 11, 12
• Recommended Prerequisites: Principles of Advanced Manufacturing, Advanced Manufacturing Technology
• Counts as directed elective or elective credit for Core 40, AHD & THD
• **This is the third course in the Advanced Manufacturing: Industrial Automation and Robotics pathway for the Next Level Programs of Study (NLPS)**

Industrial Automation and Robotics Capstone ***(year course)*** The Industrial Automation and Robotics Capstone course focuses on the installation, maintenance, and repair of industrial robots. Students will also learn the basics of pneumatic, electro pneumatic and hydraulic control circuits as well as the basic theory, fundamentals of digital logic, and programming of programmable logic controllers (PLCs) in a complex mechatronic system. Students will learn to identify malfunctioning robots and to apply troubleshooting strategies to identify and localize problems caused by pneumatic and hydraulic control circuits and PLC hardware. Completing the capstone course will provide students the opportunity to earn a postsecondary certificate and will prepare students to take nationally recognized industry certification exams. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Extended work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience. ***Students may elect to take this course as a dual credit course through Ivy Tech (ADMF 202, ADMF 222, INDT 104, INDT 203, and INDT 205).**
• Grade Levels: 11, 12
• Recommended Prerequisites: Principles of Advanced Manufacturing, Advanced Manufacturing Technology, Mechatronics Systems
• Counts as directed elective or elective credit for Core 40, AHD & THD
• **This is the final course in the Advanced Manufacturing: Industrial Automation and Robotics pathway for the Next Level Programs of Study (NLPS)**

Robotics Design and Innovation ***(year course)*** This course allows students to design, program, and test innovative technological designs related to robotic systems. Topics involve mechanics, pneumatics, control technologies, computer fundamentals, and programmable control technologies. Students design, build, and optimize robots to perform a variety of predesignated tasks. Individuals or small teams may choose to participate in organized robotic competitions or develop their own events during the course. Students will investigate all aspects of the industries related to robotics design and innovation and explore collegiate programs of study.
• Grade Levels: 9, 10, 11, 12
• Counts as directed elective or elective credit for Core 40, AHD & THD
• Qualifies as a quantitative reasoning course

Introduction to Engineering Design ***(year course)*** This is an introductory course which develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design (CAD). ***Students may elect to take this course as a dual credit course through Ivy Tech (DESN 101).**
• Grade Levels: 9, 10, 11, 12
• Counts as directed elective or elective credit for Core 40, AHD & THD
• Counts as one Dual Credit requirement for AHD & THD, if student earns the Ivy Tech DESN 101 credit
• Qualifies as a quantitative reasoning course
• **This is the first course in the Engineering career pathway for the Next Level Programs of Study (NLPS)**

Principles of Engineering (*year course)* This course 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. ***Students may elect to take this course as a dual credit course through Ivy Tech (DESN 104).**
• Grade Levels: 10, 11, 12

• Prerequisite(s): Introduction to Engineering Design (PLTW DESN 101 Intro to Design Technology)
• Counts as an elective credit for Core 40, AHD & THD
• Counts as one Dual Credit requirement for AHD & THD, if students earns the Ivy Tech DESN 104 credit
• Qualifies as a quantitative reasoning course
• **This is the second course in the Engineering career pathway for the Next Level Programs of Study (NLPS)**

Civil Engineering and Architecture (*year course)* Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water 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. NOTE: This course aligns with the PLTW Civil Engineering and Architecture curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network. ***Students may elect to take this course as a dual credit course through Ivy Tech (DESN 105).**
• Grade Levels: 11, 12
• Prerequisite(s): Introduction to Engineering Design and Principles of Engineering
• Counts as an elective credit for Core 40, AHD & THD
• Counts as one Dual Credit requirement for AHD & THD, if students earns the Ivy Tech DESN 105 credit
• Qualifies as a quantitative reasoning course
• **This is the third course in the Engineering career pathway for the Next Level Programs of Study (NLPS)**

Engineering Design and Development (*year course)* Engineering capstone course for students that have taken Introduction to Engineering Design (IED), Principles of Engineering (POE), and Civil Engineering and Architecture. Engineering Design and Development is an engineering research course in which students work individually or 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 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.
• Grade Levels: 12
• Prerequisite(s): Introduction to Engineering Design, Principles of Engineering, and Civil Engineering & Architecture
• Counts as an elective credit for Core 40, AHD & THD
• Counts as one Dual Credit requirement for AHD & THD, if students earns dual credit
• Qualifies as a quantitative reasoning course
• **This is the final course in the Engineering career pathway for the Next Level Programs of Study (NLPS)**

ENGLISH AND LANGUAGE ARTS

English 9 **(*year course)*** This course is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and argumentative/persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.
• Grade Level: 9
• Fulfills an English/Language Arts requirement for Core 40, AHD & THD

Honors English 9 **(*year course)*** This course includes the integrated study of language, literature, and written and oral communication for the exceptional English student In addition to the curriculum for English 9, (which includes identifying, analyzing and composing with different elements, structures, and genres of written language) the first semester will emphasize a variety of literary genres including the epic, and overview of Greek mythology, and short novels. Second semester is an in-depth study of Shakespeare and poetry, including performance and oral interpretation. Much emphasis will be placed on logic, creativity, and higher level thinking skills. This course will begin to prepare the student for the AP English coursework.
• Grade Level: 9
• Fulfills an English/Language Arts requirement for Core 40, AHD & THD

English 10 **(*year course)*** This course is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository and argumentative/persuasive compositions, research reports, and other short pieces. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.
• Grade Level: 10
• Fulfills an English/Language Arts requirement for Core 40, AHD & THD

Honors English 10 **(*year course)*** This course is a continuation of Honors English 9 and continues to make full use of the many activities and skills. In addition to the English 10 curriculum, (which includes responding critically to literature, writing for various audiences and purposes and using the basic modes of oral and written expression) first semester will include an in-depth study of nonfiction (with a focus on evaluating evidence for bias and accuracy), and contemporary novels. Second semester will include an in-depth research project with an oral presentation and a longer piece of world literature. Various imaginative writing projects will be explored, as well as a continuation of grammar usage, agreement, and writing errors. Spelling and vocabulary will also be continued, as well as oral presentations. Creativity and higher, critical thinking skills will be areas with continued emphasis. Compositions will become more challenging.
• Grade Level: 10
• Recommended Foundational Courses: Honors English 9A-B
• Fulfills an English/Language Arts requirement for Core 40, AHD & THD

Regular English 11 **(*year course)*** In this course, students will read and analyze various novels, short stories, plays, and poems written by American authors from different time periods. There will be a continued emphasis on usage and the mechanics of writing, as well as a review of trends, themes, and styles of American literature. Students will practice their research and writing skills via numerous short writing assignments as well as completing a research project.
• Grade Level: 11
• Fulfills an English/Language Arts requirement for Core 40 ONLY

Advanced English 11 **(*year course)*** This course is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes in a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

• Grade Level: 11
• Fulfills an English/Language Arts requirement for Core 40, AHD & THD

AP English Literature and Composition **(*year course)*** This course is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, tone, rhetorical devices, and syntax. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Students will read, write, create multimedia presentations, perform scenes as part of their coursework. **An AP exam will be given at the end of the course with an additional fee.**

• Grade Level: 11, 12
• Recommended Foundational Courses: Honors English 9A-9B & Honors English 10A-10B
• Fulfills an English/Language Arts requirement for Core 40, AHD & THD
• Meets one (1) AP requirement for AHD & THD

Regular English 12 **(*year course)*** This course is a continuation of Regular English 11A-B. A variety of British and world literature will be discussed. Emphasis will be on developing lifelong writing and usage skills. The mechanics of writing will be stressed.

• Grade Level: 12
• Fulfills an English/Language Arts requirement for Core 40 ONLY

Advanced English 12 **(*year course)*** This course is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

• Grade Level: 12
• Fulfills an English/Language Arts requirement for Core 40, AHD & THD

Dual Credit Advanced Composition **(*year course)*** This course is an advanced placement course based on content established by the College Board. Students who qualify by having minimum PSAT or SAT scores can earn college credit. First semester readings focus on nonfiction and critical thinking skills with an emphasis on the theory and concepts of essay composition, while second semester explores fiction and creative writing, while continuing building and practicing composition skills from first semester. This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. A study and application of rhetorical skills used in writing is emphasized with required research papers in both semesters. ***Students can elect to take this course as dual**

credit through Vincennes University (ENG 101 & ENG 102 - English Composition I & II). Additional tuition fees for college credit apply. This course is listed in the Core Transfer Library.
• Grade Level: 12
• Recommended Prerequisite: AP English Language or AP English Literature
• Fulfills an English/Language Arts requirement for Core 40, AHD & THD
• Meets two (2) Dual Credit requirements for AHD & THD if students earns ENG 101 & ENG 102 at the completion of the course
• ***Listed on Priority Course List for AHD & THD requirements**

Creative Writing (*semester course)* This course is an introduction to elements and craft of various genres of creative writing, including narrative, verse, and dialogue. Students will be using materials drawn from their own work as well as selected texts from established writers. During the semester, students will be using peer review and workshop methods to create an atmosphere of collaboration and constructive feedback. Students will be writing in both short and long forms in many different styles to better their own voice and understanding of the craft.
• Grade Level: 11, 12
• Can fulfill 1 semester of an English/Language Arts requirement for Core 40, AHD & THD during 2nd semester of senior year.
• OR can count as an elective or directed elective credit for Core 40, AHD & THD

Etymology (*semester course)* This course is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (Latin and Greek). Students analyze meanings of English words by examining roots, prefixes, suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation.
• Grade Level: 10, 11,12
• Can fulfill 1 semester of an English/Language Arts requirement for Core 40, AHD & THD
• OR can count as a directed elective or elective credit for Core 40, AHD & THD

Film Literature *(semester course)* This course is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present.
• Grade Level: 11, 12
• Can fulfill 1 semester of an English/Language Arts requirement for Core 40, AHD & THD during 2nd semester of senior year.
• OR can count as an elective or directed elective credit for Core 40, AHD & THD

Speech *(semester course)* This course is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.
• Grade Level: Grades 10, 11, 12
• Can fulfill 1 semester of an English/Language Arts requirement for Core 40, AHD & THD during 2nd semester of senior year.
• OR can count as an directed elective or elective credit for Core 40, AHD & THD

DC Advanced Speech ***(semester course)*** In this course, major emphasis is given to the producing of formal speeches. The course focuses on leadership development, oral communication, listening skills, research methods and oral debate. Special attention is given to refining research skills in order to discover credible supporting materials as well as designing and incorporating visual aids to support and enhance oral presentations. ***Students can elect to take this course as a dual credit course through University of Southern Indiana for 3 credit hours (CMST 101 Intro to Public Speaking). Additional tuition fees for college credit apply. This course is listed in the Core Transfer Library.**

- Grade Level: 11, 12
- Recommended Foundational Courses: Speech
- Prerequisite: **2.5 GPA or higher**
- Can fulfill 1 semester of an English/Language Arts requirement for Core 40, AHD & THD during 2nd semester of senior year.
- OR can count as an elective or directed elective credit for Core 40, AHD & THD
- Meets one (1) Dual Credit requirement for AHD & THD, if student earns CMST 101 credit
- ***Listed on Priority Course List for AHD & THD requirements**

Online **DC Advanced Speech** ***(semester course)*** In this course, major emphasis is given to the producing of formal speeches. The course focuses on leadership development, oral communication, listening skills, research methods and remote communication. Special attention is given to refining research skills in order to discover credible supporting materials as well as designing and incorporating visual aids to support and enhance oral presentations. ***This course is a dual credit course through the University of Southern Indiana for 3 credit hours (CMST 101 Intro to Public Speaking). Additional tuition fees for college credit apply. This course is listed in the Core Transfer Library.**

- Grade Level: 12
- **Required** Foundational Course: Speech
- Prerequisite: **2.5 GPA or higher and overall grade of a(n) A or B in Speech**
- Can fulfill 1 semester of an English/Language Arts requirement for Core 40, AHD & THD during 2nd semester of senior year.
- OR can count as a directed elective or elective credit for Core 40, AHD & THD
- Meets one (1) Dual Credit requirement for AHD & THD, if student earns CMST 101 credit
- ***Listed on Priority Course List for AHD & THD requirements**

Themes in Literature: Women's Voices ***(semester course***) Women's Voices is a one-semester course that introduces 11th and 12th grade students to the history, traditions, and forms of literature written by women in English. Students will read and analyze important works by female writers, covering both poetry and fiction and varying historical periods. This course acquaints students with the contribution of women writers to the literary tradition and investigates the nature of this contribution, as well as exploring the recurrent images, themes, and styles of an evolving
canon.

- Grade Level: 11, 12
- Can fulfill 1 semester of an English/Language Arts requirement for Core 40, AHD & THD during 2nd semester of senior year.
- OR can count as an elective or directed elective credit for Core 40, AHD & THD

FAMILY AND CONSUMER SCIENCES

Adult Roles & Responsibilities (1 *semester)* This course is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources.
• Grade Level: 11, 12
• Counts as directed elective or elective credit for Core 40, AHD & THD

Advanced Child Development 1 ***(semester course)*** This is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 1. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. Students enrolled in the course are required to complete a pre-course and end-of-course assessment.
• Grade Level: 9, 10, 11, 12
• Counts as directed elective or elective credit for Core 40, AHD & THD

Advanced Child Development 2 ***(semester course)*** This course is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 2 through age 8 (grade 3). It builds on the Child Development course, which is a prerequisite. Advanced Child Development includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. Twenty-first century issues involving child development and parenting are examined.
• Grade Level: 9, 10, 11, 12
• Counts as directed elective or elective credit for Core 40, AHD & THD

Principles of Early Childhood Education ***(year course)*** This course provides students with an overview of skills and strategies necessary to successfully complete a certificate. Additionally, it provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula and services available to young children. This course also examines basic principles of child development, Developmentally Appropriate Practices (DAP), importance of family, licensing, and elements of quality care of young children with an emphasis on the learning environment related to health, safety, and nutrition. Students may be required to complete observations and field experiences with children as related to this course.
• Grade Level: 9, 10, 11, 12
• Counts as directed elective or elective credit for Core 40, AHD & THD
• **This is the first course in the Early Childhood Education career pathway for the Next Level Programs of Study (NLPS)**

Early Childhood Education Curriculum ***(year course)*** Early Childhood Education Curriculum examines developmentally appropriate environments and activities in various childcare settings while exploring the varying developmental levels and cultural backgrounds of children. Students may be required to complete observations and field experiences with children as part of this course.
• Grade Level: 10, 11, 12
• Required Prerequisite or Corequisite: Principles of Early Childhood Education
• Counts as directed elective or elective credit for Core 40, AHD & THD
• **This is the second course in the Early Childhood Education career pathway for the Next Level Programs of Study (NLPS)**

Early Childhood Education Guidance ***(year course)*** This course allows students to analyze developmentally appropriate guidance, theory and implementation for various early care and education settings. It also provides a basic understanding of the anti-bias/multicultural emphasis in the field of early childhood. Students may be required to complete observations and field experiences with children as part of this course.
• Grade Level: 10, 11, 12
• Required Prerequisite or Corequisite: Principles of Early Childhood Education
• Counts as directed elective or elective credit for Core 40, AHD & THD
• **This is the third course in the Early Childhood Education career pathway for the Next Level Programs of Study (NLPS)**

Education Professions (*year course)* This course 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 at Brandywine Elementary, New Palestine Elementary, Sugar Creek Elementary and New Palestine Junior High are required components. Weekly attendance in class is mandatory. An application must be completed. Course admission will be based on character, attitude, integrity and reliability and references. Students enrolled in the course are required to complete a pre-course and end-of-course assessment. **See Ms. Boehm or the Counseling Office for an application**.
Optional dual credit opportunity available - VU EDU 292: Foundations in Education (3 credit hours)
• Grade Level: 11, 12
• Counts as 2 elective credits per semester for Core 40, AHD & THD

Introduction to Culinary Arts and Hospitality ***(semester course)*** Introduction to Culinary Arts and Hospitality is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.
• Grade Level: 9, 10, 11, 12
• Counts as directed elective or elective credit for Core 40, AHD & THD

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

- Grade Level: 9, 10, 11, 12
- Counts as directed elective or elective credit for Core 40, AHD & THD
- **This is the first course in the Culinary Arts pathway for the Next Level Programs of Study (NLPS)**

Nutrition **(*year course)*** This course is designed for students to learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and to apply those principles to menu planning and food preparation. This course will engage students in hands-on learning of nutritional concepts such as preparing nutrient dense meals or examining nutritional needs of student athletes.

- Grade Level: 10, 11, 12
- Counts as directed electives or elective credits for Core 40, AHD & THD
- **This is the second course in the Culinary Arts pathway for the Next Level Programs of Study (NLPS)**

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

- Grade Level: 10, 11, 12
- Counts as directed electives or elective credits for Core 40, AHD & THD
- **This is the third course in the Culinary Arts pathway for the Next Level Programs of Study (NLPS)**

HEALTH AND PHYSICAL EDUCATION

Physical Education I & II (*1 semester each)* These courses focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; aquatics and dance, all which are within the framework of lifetime physical activities and fitness.
• Grade Level: 9, 10, 11, 12
• **2 semesters** fulfill the Physical Education requirement for Core 40, AHD & THD

Elective PE: Weightlifting and Conditioning ***(semester course)*** This course is designed for the student who is interested in becoming more physically fit. The class will provide an introduction of weightlifting knowledge. It will focus on lifting techniques and skills to help students master the basics of weightlifting and potentially move to a more advanced setting.
• Grade Level: 9, 10, 11, 12
• Required Foundational Courses: 1 credit of Physical Education I
• May earn multiple credits in course
• Counts as elective credit for Core 40, AHD & THD
• **This course does not count toward 2 required PE credits for Core 40, AHD & THD**

Elective PE: Advanced Weightlifting and Conditioning (*semester course)* This course is designed for the student who is interested in becoming more physically fit. The class will emphasize physical conditioning through weight training, aerobic exercises, and conditioning stations.
• Grade Level: 9, 10, 11, 12
• Required Foundational Courses: 1 semester of Weightlifting and Conditioning and instructor approval to enroll in Advanced Weightlifting and Conditioning
• May earn multiple credits in course
• Counts as elective credit for Core 40, AHD & THD
• **This course does not count toward 2 required PE credits for Core 40, AHD & THD**

Health & Wellness ***(semester course)*** This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and 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.
• Grade Level: 9, 10, 11, 12
• Fulfills the Health & Wellness requirement for Core 40, AHD & THD

Current Health Issues ***(semester course)*** This course focuses on specific health issues and/or emerging trends in health and wellness, but not limited to: personal health and wellness; non-communicable and communicable diseases; nutrition; mental and emotional health; tobacco-prevention; alcohol and other drug-prevention; human development and family health; health care and/or medical treatments; and national and/or international health issues. 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.
• Grade Level: 10, 11, 12
• Counts as directed elective or elective credit for Core 40, AHD & THD
• **This course does not count toward Health & Wellness requirement for Core 40, AHD & THD**

JOURNALISM & STUDENT MEDIA

Students who enroll in yearbook or newspaper must let the journalism adviser know of any outside or school related activities that may conflict with participation. This allows the adviser to work out any scheduling conflicts for students involved in other activities.

Introduction to Communications (Athletic Communications) ***(year course)*** Intro to Communications (Athletic Communications) will explore all facets of communications, working with the athletic department and sports information director to promote NPHS athletics and develop career and communications skills. In this course, students will learn print and broadcast communications skills, which includes writing press releases and game notes, covering events, statistics, record-keeping, social media, writing event summaries and stories, as well as producing IHSAAtv broadcasts for multiple NPHS sports as commentators, camera operators and graphics/production, as well as producing other content. This course will require a *significant* commitment to participation outside of school hours and attendance at home sporting events throughout each athletic season**.**

• Recommended Grade: 11, 12
• Counts as a directed elective or elective for all diplomas

Student Media - Newspaper ***(year course)*** Student Media - Newspaper is a study of news elements, First Amendment law, ethics, fact and opinion, reporting and interviewing skills, copy editing, news and feature writing, graphic design, advertising and photojournalism. Students will learn all of these elements while with practical application of producing the monthly Crimson Messenger newspaper. Students will demonstrate their ability to write, report, design and photograph through the newspaper, following the ethical principles and legal boundaries that guide scholastic journalism. Through this, students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staff so they may prepare themselves for career paths in journalism, communications, writing or related fields. This course does require students to cover events outside of school hours.

• Recommended Grade: 9, 10, 11, 12
• Counts as a directed elective or elective for all diplomas
• Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.

Student Media - Yearbook ***(year course)*** Student Media - Yearbook is a study of news elements, First Amendment law, ethics, fact and opinion, reporting and interviewing skills, copy editing, feature writing, graphic design, advertising and photojournalism, with a heavy emphasis on design and photojournalism. Students will learn all of these elements through practical application by producing the annual Avalon yearbook. Students will demonstrate their ability to write, report, design and photograph through production of the yearbook, following the ethical principles and legal boundaries that guide scholastic journalism. They will also develop marketing, advertising and business skills. Through this, students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staff so they may prepare themselves for career paths in journalism, communications, writing or related fields. This course does require students to cover events outside of school hours.

• Recommended Grade: 9, 10, 11, 12
• Counts as a directed elective or elective for all diplomas
• Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.

MATHEMATICS

Algebra I ***(year course)*** Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.
• Grade Level: 9, 10, 11, 12
• Fulfills the Algebra I requirement for Core 40, AHD & THD
• Credit for Algebra I should be earned by the end of Grade 10
• Qualifies as a quantitative reasoning course

Geometry ***(year course)*** Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra are examined.
• Grade Level: 9, 10, 11, 12
• Recommended Foundational Courses: Algebra 1A-1B
• Fulfills the Geometry requirement for Core 40, AHD & THD

Honors Geometry ***(year course)*** This rigorous course is more in-depth and moves at a faster pace than the Geometry 1A-1B course. The students in this course examine the properties of two and three dimensional objects. Proofs, logic, and investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric objects include the study of (1) points, lines, angles, and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedron and other solids. Use of graphing calculators and computer drawing programs is encouraged.
• Grade Level: 9, 10, 11, 12
• Recommended Foundational Courses: Algebra 1A-1B
• Fulfills the Geometry requirement for Core 40, AHD & THD

Algebra II ***(year course)*** Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.
• Grade Level: 10, 11, 12
• Recommended Foundational Courses: Algebra 1A-1B
• Fulfills the Algebra 2 requirement for Core 40, AHD & THD

Honors Algebra II ***(year course)*** Honors Algebra II is a rigorous course that is more in-depth and moves at a faster pace. This course extends the content of Algebra 1 and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.
• Grade Level: 9, 10, 11, 12
• Recommended Foundational Courses: Algebra 1A-1B and grade of "A" in previous math courses
• Fulfills the Algebra 2 requirement for Core 40, AHD & THD

Analytical Algebra II ***(year course)*** Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, radical, logarithmic, and other functions. Data analysis, statistics, and probability content should be included throughout the course, as students collect and use univariate and bivariate data to create and interpret mathematical models. Additionally, Analytical Algebra II should 254 Indiana Department of Education High School Course Titles and Descriptions focus on

the application of mathematics in various disciplines including business, finance, science, career and technical education, and social sciences using technology to model real-world problems with various functions, using and translating between multiple representations. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is not recommended for students interested in pursuing a STEM degree at a four year institution; this course does not prepare students for PreCalculus/Trigonometry.
• Recommended Grade: 11, 12
• Recommended Prerequisites: Algebra I A-B
• Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas
• If students use this course to fulfill this credit, the parent and student must sign a consent form notifying the parent and the student that enrollment in Analytical Algebra II may affect the student's ability to attend a particular post-secondary educational institution or enroll in a particular course at a particular post-secondary educational institution because Analytical Algebra II may not align with academic requirements established by the post-secondary educational institution.

Integrated Mathematics 1 ***(year course)*** Integrated Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied.
• Grade Level: 9, 10, 11, 12
• Recommended Foundational Courses: Teacher recommendation
• Fulfills Integrated Mathematics 1 requirement for Core 40, AHD & THD

Integrated Mathematics 2 ***(year course)*** This course focuses on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course.
• Grade Level: 10, 11, 12
• Recommended Foundational Courses: Integrated Math 1
• Fulfills Integrated Mathematics 2 requirement for Core 40, AHD & THD

Integrated Mathematics 3 ***(year course)*** This course provides students the opportunity to pull together and apply the accumulation of learning that they have from their previous courses. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems.
• Grade Level: 11, 12
• Recommended Foundational Courses: Integrated Mathematics 2
• Fulfills Integrated Mathematics 3 requirement for Core 40, AHD & THD

Trigonometry **(*1 semester)*** Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming.
Students must provide a graphic calculator.
• Grade Level: 10, 11, 12
• Recommended Foundational Courses: Algebra 1, Algebra 2 and Geometry
• Fulfills an additional mathematics requirement for AHD

AP Precalculus (*year course)* AP Precalculus 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. This course covers topics including modeling real-world data, exploring multiple representations, and mastering symbolic manipulation. The course teaches students to approach precalculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.
• Grade Level: 10, 11, 12
• Recommended Foundational Courses: Algebra 1, Algebra 2, Geometry
• Fulfills two additional Mathematics requirements for AHD

Precalculus (*1 semester)* The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. Students must provide a graphic calculator.
• Grade Level: 10, 11, 12
• Recommended Foundational Courses: Algebra 1, Algebra 2, Geometry, and Trigonometry
• Fulfills an additional Mathematics requirement for AHD

Finite Mathematics ***(year course)*** This course is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. Technology, such as computers and graphing calculators, should be used frequently.
• Grade Level: 11, 12
• Recommended Foundational Courses: Algebra 2 or Integrated Mathematics 3
• Fulfills an additional mathematics requirement for AHD

AP Calculus AB ***(year course)*** This Advanced Placement is a course based on content established by the College Board. Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. **An AP exam is given at the end of the course with an additional fee.**
• Grade Level: 11, 12
• Recommended Foundational Courses: Trigonometry/Pre-Calculus
• Fulfills an additional Mathematics requirement for AHD
• Meets one (1) AP requirement for AHD & THD requirements
• Qualifies as a quantitative reasoning course

AP Calculus BC ***(year course)*** This Advanced Placement is a course based on content established by the College Board. Calculus BC is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; (3) integrals; and (4) polynomial approximations and series. Technology should be used regularly by students and teachers to reinforce the

relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results the content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. **An AP exam is given at the end of the course with an additional fee.**

• Grade Level: Grades 12
• Recommended Foundational Courses: AP Calculus AB
• Fulfills an additional Mathematics requirement for AHD
• Meets one (1) AP requirement for AHD & THD requirements
• Qualifies as a quantitative reasoning course
• **Course offering is subject to enrollment.**

AP Statistics ***(year course)*** This is a course based on content established by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns (2) sampling and experimentation: planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required. **An AP exam is given at the end of the course with an additional fee.**

• Grade Level: 11, 12
• Recommended Foundational Courses: Algebra 2 or Integrated Mathematics 3
• Fulfills an additional Mathematics requirement for AHD
• Meets one (1) AP requirement for AHD & THD
• Qualifies as a quantitative reasoning course

MISCELLANEOUS ELECTIVES

Peer Tutoring (*semester course)* This course provides opportunities for students to develop a basic understanding of individual differences and to work in structured, helping situations. Peer tutors will work one-on-one with students and in group settings in an area of study in which they have demonstrated expertise - primarily English, math, science, social studies, and world language. An application is required and is available in the Counseling Office**.**

- Grade Level: 11, 12
- Counts as elective credit for Core 40, AHD & THD
- ***This course may be taken twice during the high school career. 2 credits maximum***

MUSIC & THEATER

Students who have enrolled in Concert Band, Advanced Concert Band, Jazz Ensemble, Beginning Chorus and/or Advanced Chorus should let the music director of that group know of any outside or school-related activities which may conflict with participation. This allows the director to work out any conflicts of scheduling for students involved in music, athletics, and other activities. Attendance for all performances is mandatory as outlined in the music department handbook.

Advanced Concert Band ***(year course)*** This course is a **two-semester commitment** open to any wind or percussion player with permission of the director. This ensemble performs as both the Marching Dragons and the Concert Band. Attendance at all Marching Dragon and Concert Band rehearsals, performances and contests is mandatory, unless excused by the director in accordance with department policy. **Marching Dragons** is a co-curricular ensemble, which practices in class, after school, evenings, and weekends. A summer rehearsal schedule is also required, including a band camp, if involved in the Marching Band. The Marching Dragons perform at all varsity football games as well as competitions and parades throughout August, September, October, and November. **Concert Band** performs at the Holiday Concert, ISSMA Organization Contest, Spring Concert, and various varsity basketball games. Other performance opportunities may present themselves throughout the course of the school year.
• Grade Level: 9, 10, 11, 12
• Recommended Foundational Courses: Beginning band and permission of band director
• May be taken for multiple credits.
• Fulfills Fine Arts requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD, and AHD

Intermediate Concert Band ***(year course)*** This course is a **two-semester commitment** open to any wind player with permission of the director. This ensemble performs as both the Marching Dragons and the Concert Band. Attendance at all Marching Dragon and Concert Band rehearsals, performances and contests is mandatory, unless excused by the director in accordance with department policy. **Marching Dragons** is a co-curricular ensemble, which practices in class, after school, evenings, and weekends. A summer rehearsal schedule is also required, including a band camp if involved in the Marching Band. The Marching Dragons perform at all varsity football games as well as competitions and parades throughout August, September, October, and November. **Concert Band** performs at the Holiday Concert, ISSMA Organization Contest, Spring Concert, and various varsity basketball games. Other performance opportunities may present themselves throughout the course of the school year.
• Grade Level: 9, 10, 11, 12
• Recommendation of band director for placement
• May be taken for multiple credits.
• Fulfills Fine Arts requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD, and AHD

Beginning Concert Band ***(year course)*** Beginning Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
• Grade Level: 9, 10, 11, 12
• May be taken for multiple credits.

• Fulfills Fine Arts requirement for AHD or counts as directed elective or elective credit for Core 40, THD, and AHD

Dance Performance ***(year course)*** This course is a **two-semester commitment**. Activities in this class will include a variety of genres, from Ballet, Modern, Jazz, and Hip Hop. Students will develop physical abilities in technique, flexibility, and study of dance performance. The expression of thought, perceptions, and images through movement will be discussed while exploring choreography. Fall and spring recitals are required, with other outside rehearsals and performances occurring periodically throughout the semester. Students may create their own dance choreography for the recital that will be put together outside of class. Prior experience in dance is not required in order to be a part of this ensemble. Fall and Winter Guard members are required to take this class during the fall and spring semesters.
• Grade Level: 9, 10, 11, or 12
• May be taken for multiple credits.
• Fulfills Fine Arts requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD

Jazz Ensemble ***(year course)*** This course is a **two-semester commitment**. This course is open to all students by audition only. Auditions will be held in the spring for the following instruments: saxophone, trumpet, trombone, guitar, piano, string bass, and drum set. Students will receive instruction in the fundamentals of jazz improvisation as they study a wide variety of jazz literature. Attendance at all Jazz Ensemble rehearsals, performances, and contests is mandatory unless excused by the director in accordance with department policy. The ensemble performs at the Holiday and Spring Concerts, Various Jazz Festivals, Jazz Café, and the ISSMA Jazz Competitions. Other performance opportunities may present themselves throughout the course of the semester.
• Grade Level: 10, 11, 12
• Recommendation of band director for placement
• May be taken for multiple credits.
• Fulfills Fine Arts requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD

Beginning Chorus **(*year course)*** This choir is open to all students and is a 2-semester commitment. Performances will be held throughout the school year. Emphasis is on vocal production and basic choral techniques, intonation, phrasing, sight-reading and ear training, general musicianship skills, understandings and attitudes, and the responsibility of individuals to the group. A variety of choral literature will be studied. Students will be expected to actively participate in scheduled rehearsals and are required to attend a limited number of performances outside the school day. Students must also comply with the performance dress code of $15. Admission is by permission of the director.
• Grade Level: 9, 10, 11, or 12
• May be taken for multiple credits.
• Fulfills Fine Arts requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD

Intermediate Chorus ***(*year course)** Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class is a 2-semester commitment and includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Students must purchase a choir shirt to comply with the performance dress code ($15). Admission is by permission of the director.
• Grade Level: 9, 10, 11, 12
• Recommendation of choir director for placement

• May be taken for multiple credits.
• Fulfills Fine Arts requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD

Advanced Chorus (Crimson Heat & Diamond Sensations) (*year course)* These chorus groups are competitive choirs that perform many styles of music, including show choir/pop, vocal jazz, and concert literature. These groups will participate in concerts and contests throughout the school year. These ensembles have a mandatory after school rehearsal each week to study choreography and music. Members of these choirs are responsible for purchasing/renting the required uniform outfit ($350). Full-year enrollment is required and is determined by audition only.
• Grade Level: 10, 11, 12
• Recommendation of choir director for placement
• May be taken for multiple credits.
• Fulfills Fine Arts requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD

Theater Production (*one semester)* Students enrolled in Theater Production take on responsibilities associated with rehearsing and presenting a fully mounted theater production. They read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound and costumes; rehearse and perform roles in a production; and direct or serve as assistant director for a production. These activities should incorporate elements of theater history, culture, analysis, response, creative process, and integrated studies.
• Grade Level: 9, 10, 11, 12
• May be taken for multiple credits.
• Fulfills Fine Arts requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD

DC Music Theory (USI MUS 161) *(one semester)* The fundamentals of music through part-writing and analysis. Course content includes key signatures, scales, intervals, triads and an introduction to figured bass. No previous knowledge of music is required.
• Grade Level: 10, 11, 12
• Fulfills one (1) Fine Arts requirement for AHD
• OR Meets directed elective or elective credit for Core 40, AHD & THD
• Meets one (1) Dual Credit requirements for AHD & THD if student earns MUSI 161 credit
***This course is a dual credit course through University of Southern Indiana for 3 credit hours (MUS 161 - Music Theory I). Additional tuition fees for college credit apply.**

RESTRICTED CLASSES

AVAILABLE ONLY TO THOSE STUDENTS WHO HAVE BEEN DESIGNATED- The course of study for the certificate of completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's IEP. Courses beginning with *applied* are specific to students who are on the certificate of completion diploma track and earn "applied units" vs. high school credits.

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

• Grade Level: 9, 10, 11, 12
• May be taken for multiple credits (up to 8 credits)
• Counts as an elective credit for all diploma types
• Counts as Employability and Capstone for Certificate of Completion

Career Exploration ***(year course)*** The course in Career Information and Exploration provides students opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) decision making and planning. Opportunities are provided for students to observe various job situations through field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students.

• Grade Level: 11, 12
• Counts as elective credit for Core 40 & General
• Counts as Employability and Capstone for Certificate of Completion

Life Skills ***(year course)*** This course is designed to foster growth of independent living skills. Emphasis is placed upon self-awareness, health and self-care, social interaction, problem solving, household and money management, career awareness and daily living skills. Content is modified to address specific student needs based upon goals set forth in the Individual Educational Plan. Opportunities to acquire independent living skills, positive self-esteem and greater self-sufficiency are taught at an appropriate pace based upon ability in order for students to experience success.

Applied English 9 ***(year course)*** This course 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.

• Grade Level: 9
• Counts as English/Language Arts credit for Certificate of Completion

Applied English 10 ***(year course)*** This is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 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.
• Counts as English/Language Arts credit for Certificate of Completion

Applied Algebra 1 ***(year course)*** Applied Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 4 strands: Numbers Sense, Expressions and Computation; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; and Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors.
• Grade Level: 9, 10, 11, 12
• Counts as Mathematics credit for Certificate of Completion

Applied Career Planning **(*1 semester)*** This course 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.
• Grade Level: 9, 10, 11, 12
• Counts as elective and employability credit for Certificate of Completion

Applied Health & Wellness **(*1 semester)*** This is 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.
• Grade Level: 9, 10
• Counts as Health/Wellness or elective credit for Certificate of Completion

Applied Physical Education ***(1 semester)*** This is 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.

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. With staff support, students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness and includes self monitoring. Ongoing assessment may include individual progress and/or performance-based skill evaluation.
• Grade Level: 9, 10
• Counts as Physical Education credit for Certificate of Completion

Applied United States History ***(year course)*** This course 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.
• Grade Level: 11, 12
• Counts as Social Studies credit or elective for Certificate of Completion

Applied Nutrition and Wellness ***(1 semester)*** This 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.
• Grade Levels: 9, 10, 11, 12
• Counts as Employability credit or elective for Certificate of Completion

Applied Intro. to 2-D Art & Intro to 3-D Art: *(1 semester each)* These courses offer an introduction to authentic art making processes with personalized instruction utilizing the elements and principles of design. Students conceptualize, develop and refine artistic ideas and works of art. Students examine and make connections to significant historical and contemporary works of art. Students explore and develop craft in drawing, painting, design, illustration, calligraphy, printmaking, hand-built ceramics, subtractive and assemblage sculpture, textiles and crafts.
• Grade Levels: 9, 10, 11, 12
• Counts as elective credit for Certificate of Completion

Applied Current Problems, Issues, and Events ***(1 semester)*** This course gives students the opportunity to apply investigative and inquiry techniques to the study of problems or issues existing in the class, school, community, state, country or world. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues

selected will have significance to the student and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- Grade Level 9, 10, 11, 12
- Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion

SCIENCE

Anatomy & Physiology ***(year course)*** A *rigorous* course in which students investigate concepts related to the human body, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. The cardiovascular system and digestive system are also explored. 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.

- Grade Level: Grade 11,12
- Recommended Foundational Courses: Biology, Algebra 1 and Chemistry
- Counts as directed elective or elective for Core 40, AHD & THD
- OR Fulfills as science requirement for Core 40, AHD & THD

Astronomy ***(semester course)*** By the end of this astronomy course, students will be able to demonstrate a comprehensive understanding of the fundamental concepts and principles of astronomy. They will be proficient in applying critical thinking and problem-solving skills to analyze astronomical phenomena, celestial objects, and the universe's structure. Students will also develop the ability to interpret and evaluate scientific data, astronomical observations, and research findings, enabling them to appreciate the broader implications of astronomy for our understanding of the cosmos and its relevance to modern science and society.

- Grade Level: 11,12
- Fulfills as science requirement for Core 40, AHD & THD
- OR counts as directed elective or elective credit for Core 40, AHD & THD

Biology ***(year course)*** This 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 focuses 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.

- Grade Level: 9, 10
- Fulfills Biology requirement for Core 40, AHD & THD
- Credit for Biology should be earned by the end of Grade 10

DC Biology (VU BIOL 100) ***(year course)*** This course is a 3 hour college level non-majors course. This course uses hands-on methods to investigate characteristics, processes, and phenomena common to humans and their environment such as cell biology, genetics, and inheritance. Students will also apply scientific methods to study biology as well as discuss the role of ethics in science. ***This course is a dual credit course through Vincennes University for 3 credit hours (BIOL 100 Biology: Connections and Impacts). Additional tuition fees for college credit apply.**

- Grade Level: 11, 12
- Recommended Foundational Courses: previous math classes with grades of a B or higher, completion of Biology and Chemistry with a B or higher
- Fulfills science elective requirement for Core 40, AHD, THD
- Qualifies as a quantitative reasoning course

AP Biology ***(year course)*** This course is based on the content established by the College Board. This *RIGOROUS* course includes: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. **An AP**

exam will be given at the end of the course with an additional fee.
• Grade Level: 11, 12
• Recommended Foundational Courses: Biology and Chemistry
• Counts as science course for Core 40, AHD & THD
• OR counts as directed elective or elective for Core 40, AHD & THD
• Meets one (1) AP requirement for AHD & THD requirements
• Qualifies as a quantitative reasoning course

Integrated Chemistry/Physics ***(year course)*** This course focuses on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction focuses 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
• Grade Level: 9,10, 11, 12
• Recommended Foundational Courses: Algebra I or Integrated Math 2
• Fulfills requirement for Integrated Chemistry-Physics for Core 40, AHD & THD
• OR Counts as a directed elective or elective credit for Core 40, AHD & THD

Chemistry ***(year course)*** Chemistry is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Focus is placed 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.
• Grade Level: 9,10, 11, 12
• Recommended Foundational Courses: Algebra 1, completion of Integrated Chemistry
• Fulfills Chemistry requirement for Core 40, AHD, THD
• Qualifies as a quantitative reasoning course

DC Chemistry (VU CHEM 100 & CHEM 100L) 4 credit hours ***(year course)*** This course will develop student understanding in scientific knowledge gained from observation of natural phenomena and experimentation. Students will spend time designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Additional focus on topics such as the lab safety, the atom, the periodic table, classification of matter, changes in matter, nomenclature, chemical reactions, stoichiometry, thermochemistry, acids and bases, kinetics, equilibrium, coordination chemistry, and quantum theory are covered. Special emphasis is placed on hands-on activities, inquiry-learning, laboratory experiences and problem-solving that will prepare students for more challenging courses. ***This course is a dual credit course through Vincennes University for 4 credit hours (CHEM 100 Elementary Chemistry & CHEM 100L Elementary Chemistry Lab). Additional tuition fees for college credit apply.**
• Grade Level: 9, 10, 11,12
• Recommended Foundational Courses: Algebra 1 with C or higher
• Fulfills Chemistry requirement for Core 40, AHD, THD
• Qualifies as a quantitative reasoning course

AP Chemistry ***(year course)*** This is a course based on content established by the College Board. A *RIGOROUS* course that includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gasses, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. **An AP exam will be given at the end of the course with an additional fee.**
• Grade Level: 11, 12
• Recommended Foundational Courses: Chemistry, Algebra 2, Pre-calculus/Trigonometry or concurrent

enrollment
• Counts as a science credit for Core 40, AHD & THD
• OR counts as directed elective or elective for Core 40, AHD & THD
• Meets one (1) AP requirement for AHD & THD (if applicable)
• Qualifies as a quantitative reasoning course

Earth and Space Science ***(year course)*** This course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction focuses 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.
• Grade Level: 9, 10, 11, 12
• Fulfills as science requirement for Core 40, AHD & THD
• OR Counts as elective credit for Core 40, AHD & THD

Environmental Science ***(year course)*** This course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.
• Grade Level: 10, 11, 12
• Recommended Foundational Courses: 2 credits in science coursework
• Fulfills as science requirement for Core 40, AHD & THD
• OR Counts as directed elective or elective credit for Core 40, AHD & THD

AP Environmental Science ***(year course)*** This is a course based on content established by the College Board. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. **An AP exam will be given at the end of the course with an additional fee.**
• Grade Level: 10, 11, 12
• Recommended Foundational Courses: Biology, Algebra I and Chemistry I
• Fulfills as science requirement for Core 40, AHD & THD
• OR Counts as elective credit for Core 40, AHD & THD
• Meets one (1) AP requirement for AHD & THD requirements
• Qualifies as a quantitative reasoning course

Geology ***(semester course)*** - this course provides a solid foundation for students interested in pursuing advanced studies in geology or related fields. These objectives and content areas aim to provide students with a comprehensive introduction to the field of geology, preparing them for further study or careers in various geoscience-related disciplines. This includes gaining fundamental knowledge, observing and identifying, critical thinking skills, developing scientific inquiry, enhancing communication skills, gaining an awareness of the environment, acquiring practical field skills, and recognizing interdisciplinary connections.
• Grade Level: 11,12
• Fulfills as science requirement for Core 40, AHD & THD
• OR counts as directed elective or elective credit for Core 40, AHD & THD

Genetics ***(year course)*** In this course, students investigate extensions and exceptions to Mendel's laws, such as lethal genes, multiple alleles, different dominance relationships, and epistasis. Students will explore maternal inheritance, mitochondrial genes, and linkage of genes on chromosomes. Sex linkage, X

inactivation, and sex-influenced traits will also be researched. Students will also study the genetics of cancer and lab activities will be incorporated into this advanced course. In the second semester students will focus on the molecular level of genetics by investigating DNA structure and function. Students will explain gene functions and gene mutations as they investigate applications of genetics through genetic engineering, gene therapy and Human Genome Project.
• Grade Level: Grade 9, 10, 11,12
• Recommended Foundational Courses: Biology and Algebra I
• Fulfills as science requirement for Core 40, AHD & THD
• OR Counts as directed elective or elective credit for Core 40, AHD & THD

Microbiology ***(semester course)*** This advanced biology course focuses on the unseen world. Extensive laboratory work dealing with bacteria, viruses, and fungi in relation to identification techniques and applications in environmental, food, pharmaceutical science is covered.
• Grade Level: 11, 12
• Recommended Foundational Courses: Biology and Chemistry or Integrated Chemistry & Integrated Physics
• Counts as elective for Core 40, AHD & THD
• OR counts as one (1) science credit for Core 40, AHD & THD
• **Course offering is subject to enrollment.**

Principles of Biomedical Science (Project Lead the Way) ***(year course)*** Whether seeking a career in medicine or healthcare or simply looking for the challenge of real-world problems, students in Principles of Biomedical Science will practice how to think creatively and critically to innovate in science and gain practical experience tackling real-world challenges faced by biomedical professionals in the fieldPrinciples of Biomedical Science is a full-year high school course in the PLTW Biomedical Science program. This course serves to provide foundational knowledge and skills in elds such as biology, anatomy and physiology, genetics, microbiology, and epidemiology, as well as engage students in how they can apply this content to real- world situations, cases, and problems such as solving a medical mystery case, diagnosing and treating a patient, or responding to a medical outbreak. By the end of the course, students should: 1) Recognize the connection to various disciplines (engineering, computer science, etc.); 2) Identify and be able to utilize the technology, equipment, and techniques used by biomedical science professionals; 3) Understand the diverse set of careers and related skills in the biomedical science field.
• Grade Level: 9, 10, 11, 12
• Prerequisite: Biology I (or concurrent enrollment)
• Fulfills as science requirement for Core 40, AHD & THD
• OR Counts as directed elective or elective credit for Core 40, AHD & THD

Human Body Systems (Project Lead the Way) ***(year course)*** This course is designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions**.**
• Grade Level: 10, 11, 12
• Prerequisite: Principles of Biomedical Sciences
• Fulfills as science requirement for Core 40, AHD & THD
• OR Counts as directed elective or elective credit for Core 40, AHD & THD

Medical Interventions (Project Lead the Way) ***(year course)*** This course studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D

imaging software, students will design and build a model of a therapeutic protein.
• Grade Level: 11, 12
• Prerequisites: Principles of Biomedical Sciences & Human Body Systems
• Fulfills as science requirement for Core 40, AHD & THD
• OR Counts as directed elective or elective credit for Core 40, AHD & THD
• **Course offering is subject to enrollment.**

DC Physics (VU PHYS 215) ***(year course)*** This is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction focuses 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. ***This course is a dual credit course through Vincennes University for 4 credit hours (PHYS 215 General Physics I). Additional tuition fees for college credit apply.**
• Grade Level: 10, 11, 12
• Recommended Foundational Courses: Algebra 1, Algebra 2, Geometry and Trigonometry (or concurrent enrollment)
• Fulfills science requirement for Core 40, AHD & THD
• OR counts as elective for Core 40, AHD & THD
• Qualifies as a quantitative reasoning course

AP Physics (Algebra-based) ***(year course)*** This course is based on the content established by the CollegeBoard. This course is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. **An AP exam will be given at the end of the course with an additional fee.**
• Grade Level: 11, 12
• Recommended Foundational Courses: Physics I, Algebra I or Integrated Mathematics 1
• Fulfills as science requirement for Core 40, AHD & THD
• OR Counts as elective credit for Core 40, AHD & THD
• Meets one (1) AP requirement for AHD & THD requirements
• Qualifies as a quantitative reasoning course
• **Course offering is subject to enrollment.**

SOCIAL STUDIES

Citizenship & Civics ***(semester course)*** This is an overview of citizenship roles and responsibilities designed to help students become independent thinkers and conscientious citizens. This course deals with political trends and behavior which citizens consider to be relevant to the most pressing issues of the day. The course provides students experiences that will develop attitudes of citizenship within a democratic society. Topics include: (1) the policymaking process, (2) public participation in policymaking, (3) citizenship rights and responsibilities in a changing society, and (4) the relationship between modern society and government.

• Grade Level: 10, 11, 12
• Counts as elective credit for Core 40, AHD & THD
• **Course offering is subject to enrollment.**

World History & Civilization ***(year course)*** This course emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

• Grade Level: 9, 10
• Credit for World History should be earned by the end of grade 10
• Fulfills World History requirement for Core 40, AHD & THD

United States History ***(year course)*** This course builds upon concepts developed in previous studies of United States History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

• Grade Level: 11, 12
• Credit for US History should be earned by the end of grade 11
• Fulfills the US History requirement for all diplomas

DC United States History ***(year course)*** This course is designed to analyze and evaluate the evolution of American society: political, economic, social structure; racial and ethnic groups; sex roles; Indian, inter-American, and world diplomacy of the United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history. Students are expected to analyze and interpret primary sources and develop an awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history will be examined from multiple perspectives. This course will develop college-level reading and writing skills. ***This course is a dual credit course through Indiana University for 6 credit hours (HIST H105 American History I and HIST H106 American History II). Additional tuition fees for college credit apply. This course is listed in the Core Transfer Library.**

• Grade Level: 11
• Prerequisite: **2.7 GPA or higher**
• Credit for US History should be earned by the end of grade 11

• Fulfills two of the US History credits for all diplomas
• Meets two (2) Dual Credit requirements for AHD & THD, if student earns HIST H105 and H106 credit

Topics in History: World War II ***(semester course)*** Topics in History provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. This course will focus on themes related to World War II. Students will gain a deeper understanding of WWII and its impact on the world.
• Recommended Grade: 11, 12
• Recommended Prerequisites: United States History or World History and Civilization
• Counts as an elective or directed elective for all diplomas

Psychology **(*semester course)*** This course is divided into eight content areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development looks at all the changes through one's life; physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.
• Grade Level: 11, 12
• Counts as elective credit for Core 40, AHD & THD

DC Psychology ***(year course)*** In the first half of this course, students survey the research and theories of the science of human behavior with a particular focus on human mental processes. Among the topics discussed are neurobiology, sensory psychology, memory, states of consciousness, learning, and psychophysiology. In the second half of this course, students survey the research and theories of the science of human behavior with a particular focus on human mental processes. Among the topics discussed are motivation, developmental, personality, abnormal psychology, treatment and social psychology. ***This course is a dual credit course through Indiana University for 6 credit hours (PSY-P 101 Introductory Psychology 1 and PSY-P 102 Introductory Psychology 2). Additional tuition fees for college credit apply. This course is listed in the Core Transfer Library.**
• Grade Level: 11, 12
• Prerequisite: **2.7 GPA or higher**
• Counts as elective credit for Core 40, AHD & THD
• Meets two (2) dual credit requirements for AHD & THD requirements

Sociology **(*semester course)*** This course allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.
• Grade Level: 11, 12
• Counts as elective credit for Core 40, AHD & THD

Economics **(*semester course*)** This course examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers,

savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students will 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.
• Grade Level: 12
• Fulfills the Economics requirement for Core 40, AHD & THD
• Qualifies as a quantitative reasoning course

United States Government ***(semester course)*** This course provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. 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 be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.
• Grade Level: 12
• Fulfills the Government requirement for Core 40, AHD & THD

DC United States Government ***(semester course)*** High school government classes typically examine the American political process primarily from the perspective of the citizen under the microscope - what does it mean to be a citizen - what are your rights, responsibilities, and opportunities for action? In this college course such a perspective is important, but we go beyond it, inviting you to share the view of the political science researcher looking into the microscope. What makes citizens tick? How do they make decisions? How do people organize themselves and express their various interests? How do they decide what role the government ought to play in their lives, and what happens if they disagree about such fundamental issues? Do people make rational decisions when they vote? What does it mean to be rational? Does the democratic process "work"? These are the kinds of questions political scientists ask about their subjects, and the answers are not always what we, the subjects, might guess. ***This course is a dual credit course through Indiana University for 3 credit hours (POLS Y103 Intro to American Politics). Additional tuition fees for college credit apply. This course is listed in the Core Transfer Library.**
• Grade Level: 12
• Recommended Foundational Courses: US History A-B or DC US History A-B
• Prerequisite: **2.7 GPA or higher**
• Fulfills the Government requirement for Core 40, AHD & THD
• Meets one (1) Dual Credit requirement for AHD & THD, if student earns POLS Y103 credit

We The People/DC United States Government ***(fall semester only)*** In this course, students will study the U.S. government foundations and political theories with relation to present day laws. Students in this class also will participate in the We the People… competition, which will require time outside of class for preparation and practice, making it co-curricular. The program enhances students' understanding of the institutions of American constitutional democracy, while discovering the contemporary relevance of the Constitution and Bill of Rights. Students will have opportunities to evaluate, take, and defend positions on relevant historical and contemporary issues. The following is covered in the course curriculum: political theory, constitutional underpinnings of United States government, political beliefs and behaviors that lead individuals to vote a certain way, the influence of political parties, interest groups, and mass media on elections and government, the institutions of the national government such as Congress, the Presidency, Bureaucracy, and Federal Courts, and a study of individual civil rights and civil liberties through case law. While in class, students will participate in mock simulations, debates, and discussions over historical application of constitutional principles as well as current events. This course will be offered only in the fall semester in order to participate in the "We the People…" Competition.***This course is a dual credit course**

through Indiana University for 3 credit hours (POLS Y103 Intro to American Politics). Additional tuition fees for college credit apply. This course is listed in the Core Transfer Library.
• Grade Level: 12
• Recommended Foundational Courses: US History A-B or DC US History A-B
• Prerequisite: **2.7 GPA or higher and application submitted**
• Fulfills the Government requirement for Core 40, AHD & THD
• Meets one (1) Dual Credit requirement for AHD & THD, if student earns POLS Y103 credit

Ethnic Studies ***(semester course)*** This course provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.
• Grade Level: 9, 10, 11, 12
• Counts as an elective credit for Core 40, AHD & THD

Indiana Studies **(*semester course)*** This course is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history and culture. The course uses Indiana history as a basis for understanding current policies, practices and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and students will examine the participation of citizens in the political process. Selections form Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.
• Grade Level: 9, 10, 11, 12
• Counts as an elective credit for Core 40, AHD & THD

WORLD LANGUAGES

Spanish 1 ***(year course)*** This beginning study of the Spanish language introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. Emphasis is given to conversational skills, thus requiring daily oral class participation. Students will also be learning basic grammar needed to construct and read passages in the present tense.
• Grade Level: 9, 10, 11, 12
• Fulfills a World Language requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD

Spanish 2 ***(year course)*** A continuation of Spanish 1 that builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed elective purposes. Oral comprehension, speaking, reading, and writing Spanish are emphasized, along with the study of basic Spanish grammar. The study of Spanish and Latin American culture is continued with emphasis on the past tenses and constructing basic sentences.
• Grade Level: 10, 11, 12
• Recommended Foundational Courses: Spanish 1
• Fulfills a World Language requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD

Spanish 3 ***(year course)*** A continuation of Spanish 2. 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. Students will practice conversing and understanding Spanish spoken by native speakers while studying culture and topics relevant to the student. Students will also be expected to write essays and read short stories as well as long reading passages. Grammar constructs are more advanced at this level. ******This course may be taken as a dual credit course through Vincennes University for 4 credits hours (VU SPAN 101 & 103). Additional fees per credit hour will apply.***
• Grade Level: 11, 12
• Recommended Foundational Courses: Spanish 2
• Fulfills a World Language requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD
• Fulfills one (1) dual credit requirement for AHD & THD, if student earns college credits

DC Spanish 4 ***(year course)*** A continuation of Spanish 3 where application 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. The students will begin to polish their speaking and listening skills. They should be able to converse with native speakers by the end of the year. Students will read short stories and other long reading passages. Students will also learn some of the more advanced grammar concepts and emphasis will be on learning about the Spanish-speaking world. ******This course is a dual credit course through Vincennes University for 6 credits hours (VU SPAN 201 & 203). Additional fees per credit hour will apply.***
• Grade Level: 12
• Recommended Foundational Courses: Spanish 3 or DC Spanish 3
• Fulfills a World Language requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD
• Fulfills two (2) dual credit requirement for AHD & THD, if student earns S201 & S203 credit
• ****Listed on Priority Course List for AHD & THD requirements.***

French 1 ***(year course)*** This course begins the study of the French language. The student learns how to construct a basic sentence in French; both written and spoken. Students develop a basic understanding of how the French language works and how it differs from English. Most students find vocabulary learning easy, since they discover that 20,000+ English words have their origins in the French language. Those students who have trouble memorizing have access to a computer program, tailored by the teacher, which can drill them over the exact words that will be on each test. The first year class takes a look at the French speaking countries around the world which number more than 40. By the end of the year, students are able to express simple needs in and conduct simple conversations.
• Grade Level: 9, 10, 11, 12
• Fulfills a World Language requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD

French 2 ***(year course)*** A continuation of French I that builds upon effective strategies for French language learning by encouraging the use of the language and cultural understanding for self-directed elective purposes. An equal emphasis is given to writing, speaking, reading and listening to French. At this point students are able to read short stories. They acquire more vocabulary and learn to express themselves more finely. Each student has a speaking partner with whom they practice oral skills. More in-depth cultural units are introduced. They also complete a cultural unit in French over the beautiful city of Paris.
• Grade Level: 10, 11, 12
• Recommended Foundational Courses: French 1
• Fulfills a World Language requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD

French 3 ***(year course)*** A continuation of French 2 that 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. Emphasis is given to vocabulary expansion and more sophisticated sentence patterns. Students are able to read stories with ease. Various cultural activities are presented throughout the year. Students finish their studies on how to navigate through francophone society.
• Grade Level: 11, 12
• Recommended Foundational Courses: French 2
• Fulfills a World Language requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD

French 4 ***(year course)*** This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).
• Grade Level: 12
• Recommended Foundational Courses: French 3
• Fulfills a World Language requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD

American Sign Language I ***(year course)*** This course introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notional approach, and discusses cultural features of the deaf community. Emphasis is placed on development of receptive and expressive language skills. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogues; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and

examine other methods developed to write ASL, including Sign Writing. Students also learn to recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole.
• Grade Level: 9, 10, 11, 12
• Fulfills a World Language requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD

American Sign Language II ***(year course)*** American Sign Language II is a course that continues the focus on frequently used signs through a functional-notional approach and the discussion of the cultural features of the deaf community. Emphasis is placed on further development of receptive and expressive communication skills in American Sign Language (ASL). Through this course, students are given the opportunity to watch and understand short stories, dialogues and poetry in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL by interacting with ASL users within the deaf community; begin to use classifiers appropriately; continue the mastery of the current GLOSSING system used in texts to write ASL; and begin to write in GLOSS their own simple dialogues, poetry and translations. Students will also learn to examine some of the political issues associated with the deaf community, and will further develop an understanding of the relationship between languages and cultures as a whole.
• Grade Level: 9, 10, 11, 12
• Fulfills a World Language requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD

NPHS EARLY COLLEGE DUAL CREDIT COURSES

All credits are through Vincennes University and are included in the core transfer library. Any student may take Early College classes, unless otherwise noted. Early College classes are NOT weighted. Courses may include additional fees for dual credits.

Math Courses

MATH 102 - College Algebra 3 credit hours (one semester) Designed as a pre-calculus course for the study of functions (including polynomial, rational, exponential, and logarithmic) and their graphs; includes transformations of functions, operations on functions, solution methods for linear and nonlinear equations, and inequalities, and selected topics from analytic geometry. Utilizes graphing technology. *This course is a transferIN course.*
• Grade Level: 11,12
• Recommended Foundational Courses: Algebra 1, Geometry, Algebra 2
• Fulfills one (1) credit additional math requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD
• Meets one (1) dual credit requirements for AHD & THD requirements, if student earns MATH 102 credit
Required Prerequisite: SAT Math 560 OR ACCUPLACER Math 255

MATH 103 - Quantitative Reasoning 3 credit hours (one semester) This course is for the non-science major with an emphasis on proportional reasoning and solving real-life problems. Topics include the mathematics of finance, graph theory, linear programming, counting techniques and probability, mathematical modeling, and statistics. *This course is a transferIN course.*
• Grade Level: 11,12
• Recommended Foundational Courses: Algebra 1, Geometry, Algebra 2
• Fulfills one (1) credit additional math requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD
• Meets one (1) dual credit requirements for AHD & THD requirements, if student earns MATH 103 credit
Required Prerequisite: SAT Math 560 OR ACCUPLACER Math 255

MATH 111 - Finite Mathematics 3 credit hours (one semester) Basic set theory, counting techniques, probability (including Markov chains, random variables, binomial distribution, and expected value), linear systems, matrices, linear programming and finance. Applications to problems from business and social sciences. *This course is a transferIN course.*
• Grade Level: 11,12
• Recommended Foundational Courses: Algebra 1, Geometry, Algebra 2
• Fulfills one (1) credit additional math requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD
• Meets one (1) dual credit requirements for AHD & THD requirements, if student earns MATH 111 credit
Required Prerequisite: SAT Math 560 OR ACCUPLACER Math 255

Science Courses

BIOL 100 - Biology: Connections and Impacts 3 credit hours *(year course)* This course is a 3 hour college level non-majors course. This course uses hands-on methods to investigate characteristics, processes, and phenomena common to humans and their environment such as cell biology, genetics, and inheritance. Students will also apply scientific methods to study biology as well as discuss the role of ethics in science.
• Grade Level: 11,12
• Recommended Foundational Courses: previous math classes with grades of a B or higher, completion of Biology and Chemistry with a B or higher

• Fulfills science elective requirement for Core 40, AHD, THD
• Qualifies as a quantitative reasoning course

CHEM 100/CHEM 100L - Elementary Chemistry & Elementary Chemistry Lab 4 credit hours ***(year course)*** This course will develop student understanding in scientific knowledge gained from observation of natural phenomena and experimentation. Students will spend time designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Additional focus on topics such as the lab safety, the atom, the periodic table, classification of matter, changes in matter, nomenclature, chemical reactions, stoichiometry, thermochemistry, acids and bases, kinetics, equilibrium, coordination chemistry, and quantum theory are covered. Special emphasis is placed on hands-on activities, inquiry-learning, laboratory experiences and problem-solving that will prepare students for more challenging courses.
• Grade Level: 9, 10, 11,12
• Recommended Foundational Courses: Algebra 1 with C or higher
• Fulfills Chemistry requirement for Core 40, AHD, THD
• Qualifies as a quantitative reasoning course

English Courses

ENGL 101- English Composition I 3 credit hours ***(fall semester)*** English Composition I is a college level course in critical reading and writing designed to help students develop their ability to think critically, to organize their thoughts, and to express ideas clearly and effectively. The course will focus on the various modes of expository writing, such as process, description, narration, comparison, cause/effect, and analysis, and give significant focus to argumentation. Students will be introduced to documentation. Numerous in-class assignments are required in addition to extended essays written outside of class. Required of all students. This course is a transferIN course..
Required Prerequisites: PSAT Reading subscore 21 OR PSAT EBRW score 510 **AND** PSAT Writing subscore 22

ENGL 102- English Composition II 3 credit hours ***(spring semester)*** A continued development of writing skills introduced in ENGL 101. Students learn how to conduct research and how to base their writing on research. In addition to shorter documented papers, all students are required to write a longer investigative paper that must be fully documented according to MLA standards. This course is a transferIN course.
Prerequisite(s): A grade of C or better in ENGL 101.

Social Science and History Courses

HIST 139 - American History I 3 credit hours ***(one semester)*** The colonial period; causes and results of the American Revolution; the development of the federal system of government; the growth of democracy; early popular American culture; territorial expansion; slavery and its effects; sectionalism; causes and effects of the Civil War; Reconstruction, political and economic. *This course is a transferIN course.*
• Grade Level: 11,12
• Counts as one (1) US History credit for Core 40, THD, & AHD
• Meets one (1) dual credit requirements for AHD & THD requirements, if student earns HIST 139 credit
Required Prerequisites: SAT Reading subscore 21 OR SAT EBRW score 510 **AND** SAT Writing subscore 22 or SAT EBRW score 510 **AND** SAT Math score 560

HIST 140 - American History II 3 credit hours ***(one semester)*** Industrial growth of the nation and its effects, agrarian 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 and political upheaval in the sixties and seventies, and the conservatism of the eighties. *This course is a transferIN course.*
• Grade Level: 11,12
• Counts as one (1) US History credit for Core 40, THD, & AHD
• Meets one (1) dual credit requirements for AHD & THD requirements, if student earns HIST 140 credit
Required Prerequisites: SAT Reading subscore 21 OR SAT EBRW score 510 **AND** SAT Writing subscore 22 or SAT EBRW score 510 **AND** SAT Math score 560

Art and Music Courses

MUSI 218- Music Appreciation 3 credit hours *(one semester)* This course is an introduction to music stressing the art of listening with discussions of prominent composers, their works and their styles. No previous knowledge of music is required. *This course is a transfer IN course.*
• Grade Level: 10
• Fulfills one (1) Fine Arts requirement for AHD
• OR Meets directed elective or elective credit for Core 40, AHD & THD
• Meets one (1) Dual Credit requirements for AHD & THD if students earns MUSI 218 credit
• ***Listed on Priority Course List for AHD & THD requirements**

Business and Communication Courses

COMP 110- Introduction to Computer Concepts 3 credit hours *(one semester)* - ONLY AVAILABLE TO EARLY COLLEGE STUDENTS This course is designed as a one-semester study for students from all areas of concentration. Students will be exposed to the historic, current, and future roles of information systems as well as the importance of computers in all aspects of our modern society. General hardware and software features of modern systems will be discussed. Current word processing, spreadsheet, database, and presentation software will be covered. *This course is a transferIN course.*
• Grade Level: 9
• Meets directed elective or elective credit for Core 40, AHD & THD
• Meets one (1) Dual Credit requirements for AHD & THD if students earns COMP 110 credit
• ***Listed on Priority Course List for AHD & THD requirements**

ECON 100- Elements of Economics 3 credit hours *(one semester)* An introductory course intended primarily for students who need only one semester of economics. A survey of microeconomics, macroeconomics, international economics, comparative economic systems, historical development of economic thought. *This course is a transferIN course.*
• Grade Level: 12
• Meets Economics credit for Core 40, AHD & THD
• Meets one (1) Dual Credit requirements for AHD & THD if students earns ECON 100 credit
• ***Listed on Priority Course List for AHD & THD requirements**

ECON 208- Personal Financial Management 3 credit hours *(spring semester)* A study of the financial concerns of individuals and families. Included are family budgeting, insurance decisions, estate planning, installment buying, investment planning and tax problems. *This course is a transferIN course.*
• Grade Level: 12
• Meets directed elective or elective credit for Core 40, AHD & THD
• Meets one (1) Dual Credit requirements for AHD & THD if students earns ECON 208 credit
• ***Listed on Priority Course List for AHD & THD requirements**
Required Prerequisite: PSAT Reading subscore 21 **AND** PSAT Writing subscore 22

COMM 143- Speech **3 credit hours** ***(one semester)*** Introduces fundamental concepts and skills for effective public speaking including audience analysis, outlining, research, delivery, critical listening and evaluation, and the use of visual aids/technology. *This course is a transferIN course.*
• Grade Level: 10, 11, 12
• Fulfills an English/Language Arts requirement for Core 40, AHD & THD
• Meets one (1) Dual Credit requirements for AHD & THD if students earns COMM 143 at the completion of the course
• ***Listed on Priority Course List for AHD & THD requirements**
Required Prerequisite: PSAT Reading subscore 21 **AND** PSAT Writing subscore 22

COMM 148- Interpersonal Communication **3 credit hours** ***(one semester)*** A course providing theory, actual practice, and criticism for examining and changing human interactions in work, family, and social contexts. The course will focus on perception, message encoding and decoding, feedback, listening skills, causes for communication breakdowns, and other elements affecting interpersonal communication. *This course is a transferIN course.*
• Grade Level: 10, 11, 12
• Fulfills an English/Language Arts requirement for Core 40, AHD & THD
• Meets one (1) Dual Credit requirements for AHD & THD if students earns COMM 148 at the completion of the course
• ***Listed on Priority Course List for AHD & THD requirements**
Required Prerequisite: PSAT Reading subscore 23 **AND** PSAT Writing subscore 25

MGMT 250 - Introduction to Management **3 credit hours** ***(one semester)*** The purpose of this course is to prepare students to develop their personal philosophy of management. Management concepts presented in this course are based on traditionally accepted management theory and represent practical tools that managers commonly use to meet organizational challenges. Students will be introduced to many possible situations that managers must frequently handle.
• Grade Level: 12
• Meets directed elective or elective credit for Core 40, AHD & THD
• Meets one (1) Dual Credit requirements for AHD & THD if students earns MGMT 250 credit

ENTR 221 - Creating a Small Business **3 credit hours** ***(one semester)*** Topics will include analyzing your own potential, business feasibility, franchising location, insurance and owner liability, obtaining necessary capital, getting financial assistance, business plan development and computer simulation. 3 lecture hours. **Writing Reading and Speaking Intensive Course**
• Grade Level: 12
• Meets directed elective or elective credit for Core 40, AHD & THD
• Meets one (1) Dual Credit requirements for AHD & THD if students earns ENTR 221 credit

Family and Consumer Science Courses

SSKL 106 - Career Planning - 2 credit hours ***(one semester)*** **- ONLY AVAILABLE TO EARLY COLLEGE STUDENTS** The purpose of this course is to assist students in examining the components of career choice, especially as it relates to the selection of a college major or a career direction. It is appropriate for students who are uncertain about an educational goal. The focus is on career awareness, personal awareness, and educational awareness as they relate to the process of career choice. Emphasis is placed on planning skills, self-assessment, career options, gathering occupational information, decision making strategies, interviewing skills, and job search techniques.
• Grade Level: 9
• Meets Career Planning NPHS requirement for all diplomas
• Meets one (1) Dual Credit requirements for AHD & THD if student earns SSKL 106 credit

• ***Listed on Priority Course List for AHD & THD requirements**

EDUC 200 - Computer Technology for Teachers (Education Technology) - 3 credit hours *(one semester)* This course will give education students an introduction to the computer as an instructional tool. Students will be instructed in the use of a learning management system (Google Classroom, including Google Suite Components: Drive, Docs, Slides, Forms, Drawing, and Calendar) in order to meet the needs of the online learner. Students will also be instructed in the use of collaborative tools, as well as computer-managed assessments. Social Media as an enhancement to learning will also be explored.
• Grade Level: 11, 12
• Meets one (1) Dual Credit requirements for AHD & THD if students earns EDUC 200 credit
• ***Listed on Priority Course List for AHD & THD requirements**

EDUC 291 - Introduction to Exceptionalities - 3 credit hours *(one semester)* An overview of disabilities in regards to definition, etiology, characteristics, and preventions. Teaching and parenting roles will be explored in relation to current practices used in today's classroom. Methods used to help individuals achieve their full potential will be considered.
• Grade Level: 11, 12
• Meets one (1) Dual Credit requirements for AHD & THD if students earns EDUC 291 credit
• ***Listed on Priority Course List for AHD & THD requirements**

University of Indianapolis Educational Psychology - EDUC 203 - Psychology of Development, Learning, and Instruction This in-depth interdisciplinary course is required for admission to the teacher education program. It is also a required course for the Child and Youth Programs Minor. It is designed to provide you with an introduction to major domains of human development (e.g., physical, cognitive, and psycho-social) as they relate to the principles of learning and instruction. Examination of the normative developmental characteristics of P-12 learners provides the foundation from which candidates will identify risk and resilience factors related to student achievement, apply theories and concepts from educational and developmental psychology to evaluate the developmental responsiveness of various school based practices, and be introduced to the process of analyzing student data to design instruction. It is also designed to provide a foundation for your own development as a reflective educator who views learning as a lifelong process. Effective teachers keep in mind the developmental processes that contributed to where the learner (and the teacher) is now and where s/he is headed (INTASC #2).
• Grade Level: 11, 12
• Meets one (1) Dual Credit requirements for AHD & THD if students earns EDUC 203 credit
• ***Listed on Priority Course List for AHD & THD requirements**

World Language Courses

SPAN 103- Spanish Level II 4 credit hours *(year course, Spanish 3)* A continuation of SPAN 101 with structured oral communication, vocabulary building. Continued emphasis on listening and speaking skills. Reading of graded and glossed materials, basic grammatical structures, writing. *This course is a transferIN course.*
• Grade Level: 11, 12
• Recommended Foundational Courses: Spanish 2
• Fulfills a World Language requirement for AHD
• OR Counts as directed elective or elective credit for Core 40, THD
• Fulfills one (1) dual credit requirement for AHD & THD, if student earns SPAN 103 credit
Required Prerequisite:

WALKER CAREER CENTER
Career & Technical Programs

Today's highly technical and global economy makes it absolutely imperative that all students take advantage of secondary school programs that prepare them for the workplace of the 21st Century. The knowledge and skills that high wage, high demand jobs require make a combination of essential academic and technical skills essential for those who plan to be competitive. The future is exciting for those who prepare for it and high school is the time to start preparing.

The Walker Career Center offers career and technical programs equipped with state-of-the-art technology. Each program offers excellent instruction, and several are involved with dual credit arrangements with post-secondary institutions such as IUPUI, Ivy Tech Community College and Vincennes University. Programs in welding technology, health careers, computer networking, cosmetology, auto collision repair, and culinary arts offer the opportunity for students to obtain industry certifications. The programs in machine trades, graphic arts printing, and electronic technology offer the opportunity for students to be awarded Certificates of Technical Achievement from the Indiana Department of Workforce Development.

To qualify for Walker Career Center classes, a student must be of junior class standing (minimum 22 credits). In addition, the student must pass all classes the previous semester and have had an acceptable attendance and discipline record. To be enrolled, the student must carry a minimum of four classes and maintain passing grades and satisfactory attendance to continue in the Walker Career Center Program for the second semester.

Each class is limited to the number of students that can be enrolled from NPHS. Should the demand for a particular class exceed this number, the following selection criteria will be used, (1) Attendance (2) Grades (3) Number of related courses (if applicable) (4) Personal Interview. Students interested in attending the WALKER CAREER CENTER need to complete an application available in the Counseling Office. This form must be filled out completely and signed by the student and the student's parents. **STUDENTS MUST PROVIDE THEIR OWN TRANSPORTATION.**

Students and parents may preview videos of all vocational classes by accessing the Walker Career Center website at www.warren.k12.in.us then selecting "Schools".

*Students who complete one (1) of the following through a Walker Career Center program will have met a **portion** of the requirements for the Technical Honors Diploma (see diploma types for exact requirements-page 10):*

- *Earn six (6) credits in college and career preparation courses in a state-approved College & Career Pathway and one (1) of the following:*
    - *State approved, industry recognized certification or credential, or*
    - *Pathway dual credits from the Priority Course List resulting in six (6) transcripted college credits.*

Students are strongly encouraged to review certification, internship, work experience and dual credit options with a Walker representative prior to registering for a class.

Architectural Drafting and Design 11-12 This class covers both engineering and architectural CAD techniques. Students will learn how to take a design sketch and turn it into a technical drawing that can be used to make a part that could be used to build an addition on a house. Students have designed their own house plans and product revisions and worked with local companies on drawings that needed to be updated. This is a great class to get practical hands on experience in the career fields of engineering, architecture and design. *This is a two (2) hour class.* ***Students may elect to take this course as a dual credit course through Ivy Tech**

- Grade Level: 11, 12
- Counts as directed elective or elective credit for Core 40, AHD & THD
- Counts as Dual Credit requirement for AHD & THD, if students earns dual credit through Ivy Tech.

Automotive Collision Repair Technology 11-12 In this program the students learn techniques involved in the process of rebuilding and refinishing automobiles and will gain a working knowledge of the structure of the automobile and the tools used in the automotive collision repair trade. Students will also learn to analyze minor metal damage, replace damaged parts, and have the ability to straighten and smooth damaged sheet metal with hand tools and hydraulic equipment. With the increasing number of vehicles in the United States today, the accident rates have increased; hence, there is a shortage of skilled persons in the field. *This is a two (2) hour class for beginning and a three (2) hour class for advanced.* ***Students may elect to take this course as a dual credit course through Vincennes University**

- Grade Level: 11 (Beginning), 12 (Advanced)
- Counts as directed elective or elective credit for Core 40, AHD & THD
- Counts as Dual Credit requirement for AHD & THD, if students earns dual credit through Vincennes University.

Automotive Service Technology 11-12 The Auto Service course will provide students with training and skills needed to perform a broad range of motor vehicle services in accordance with the needs of any service facility's customers. The student will be able to locate trouble through careful diagnosis, and then perform repairs correctly and efficiently, using whatever tools and equipment are necessary. Subjects covered will include cooling and heating, electrical, wheels and tires, steering and suspension, brakes, engines, fuel and exhaust emissions, drive train, and merchandising. *This is a two (2) hour class for beginning and a three (3) hour class for advanced.* ***Students may elect to take this course as a dual credit course through Ivy Tech**

- Grade Level: 11, 12
- Counts as directed elective or elective credit for Core 40, AHD & THD
- Counts as Dual Credit requirement for AHD & THD, if students earns dual credit through Ivy Tech.

Aviation Flight 11-12 (one semester) Aviation Flight familiarizes students with aviation technology and provides a historic overview of the field. This course also provides an overview of the careers and employment opportunities in the field of aviation. It prepares new student pilots for the maneuvers that are required to be performed during the Practical Test portion of the Private Check Ride. In addition to these maneuvers, the concepts of basic aerodynamics, aircraft systems, instrument operation, weight and balance, flight physiology and a basic working knowledge of aircraft power plants and their construction will be covered.

- Grade Level: 11, 12
- Counts as a directed elective or elective for Core 40, AHD & THD

Aviation Operations 11-12 (one semester) Aviation Operations provides students with a broad-based introduction to the field of aviation. Course activities include: familiarization with aviation technology; a historic overview of the field of aviation; exploration of the current aviation environment and careers and employment opportunities in the field. Topics are focused on aircraft manufacturing, airline operations, general aviation, air-freight, airport management, and government service. Additional topics covered include: aviation safety, human factors, regulations, and certification. This course is designed to enhance the students' knowledge of the pertinent areas of aircraft basic science that comprise the scientific fundamentals applied in all areas of the aviation industry. The fundamental areas of the federal aviation regulations, pertinent to aviation operations, are also introduced in this course.

• Grade Level: 11, 12
• Counts as a directed elective or elective for Core 40, AHD & THD

Construction Trades 11-12 The vocational building trades program provides both classroom and job site training to students interested in learning technical information and skills related to the various careers in the building trades industry. Students enrolled in the program will be given the necessary instruction and opportunities to complete the many tasks and jobs required in the construction of a residential home. Students complete the carpentry, roofing, insulating, dry walling, painting, interior trim and the cabinetry on a custom built house and are actively involved in the mechanical installations that include the electrical, plumbing, and heating and cooling systems. *This is a two (2) hour class for beginning and a three (3) hour class for advanced.***Students may elect to take this course as a dual credit course.**
• Grade Level: 11, 12
• Counts as directed elective or elective credit for Core 40, AHD & THD
• Counts as Dual Credit requirement for AHD & THD, if students earns dual credit through the partnering university.

Construction Technology: HVAC I includes classroom and laboratory experiences focused on heat generation, ventilation, and cooling/refrigeration systems. This course introduces scientific and mathematical principles applicable in the installation, operation, and maintenance of HVAC systems. Types of units, parts, basic controls, functions, and applications will be covered. Additional topics include tool and meter use, temperature measurement, heat flow, the combustion process, and pipe installation practices. This course also emphasizes health, safety, and welfare standards and codes as mandated by professional and governmental agencies.
• Grade Level: 11, 12
• Recommended Prerequisites: Introduction to Construction
• Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
• Counts as a Directed Elective or Elective for all diplomas

Construction Technology: HVAC II builds on concepts introduced in HVAC I. This course will emphasize reading blueprints and other technical documents, as well as troubleshooting common mechanical and electrical problems encountered when servicing HVAC systems. Additional topics include: combustion testing, venting and air requirements, electrical control systems, and electrical motor basics. Students will hone their science and math skills in HVAC system installation, maintenance, or repair projects.
• Recommended Grade Level: 12
• Required Prerequisites: Construction Trades: HVAC I
• Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
• Counts as a Directed Elective or Elective for all diplomas
• Qualifies as a quantitative reasoning course

Cosmetology 11-12 Cosmetology is a two-year program that requires 1500 hours of combined theory and hands-on skills to complete requirements for licensure as a cosmetologist. Students will be prepared to take the Indiana State Cosmetologist Exam at the conclusion of their 1500 hours. The field of cosmetology develops your expertise in the science of hair, skin, make-up and nail care. Cosmetology offers the student the opportunity to use their creativity, work with energetic and fun people, and help their clients to develop a look that works for them. The cost for the necessary materials is $450 for the first year and $225 for the second year. *This is a four (4) hour class for beginning and a four (4) hour class for advanced.***Students may elect to take this course as a dual credit course through Vincennes University**
• Grade Level: 11 (Beginning), 12 (Advanced)
• Counts as directed elective or elective credit for Core 40, AHD & THD
• Counts as Dual Credit requirement for AHD & THD, if students earns dual credit through Vincennes University.

Culinary Arts & Hospitality Management 11-12 (Year One)
Advanced Culinary Arts (Year Two) Students explore the restaurant industry from the inside out learning about current trends in the industry, classical food preparation methods, restaurant management, culinary math skills, customer service, and hospitality basics through the National Restaurant Association ProStart Curriculum. Students will have an opportunity to take a certification exam provided by the National Restaurant Association while working in the Threshold Restaurant. Many culinary schools give college credit to students who have earned a ProStart certificate. *This is a three (3) hour class for beginning and a three (3) hour class for advanced.***Students may elect to take this course as a dual credit course through Ivy Tech**
• Grade Level: 11 (Beginning), 12 (Advanced)
• Counts as directed elective or elective credit for Core 40, AHD & THD
• Counts as Dual Credit requirement for AHD & THD, if students earns dual credit through Ivy Tech.

Dental Careers 12 (One year program) The Dental Assisting program is an exciting yet rigorous course in a professional, career-oriented atmosphere offered to seniors only. Students are instructed in dental anatomy, terminology, instruments and materials with a "hands on" approach to dental procedures in the simulated dental office classroom. Work experience becomes a part of the program second semester with a six-week internship. Through a new partnership with the IU School of Dentistry, students will have the opportunity to work beside IU dental students and practicing dentists. *This is a three (3) hour class.***Students may elect to take this course as a dual credit course through Ivy Tech**
• Grade Level: 12
• Counts as directed elective or elective credit for Core 40, AHD & THD
• Counts as Dual Credit requirement for AHD & THD, if students earns dual credit through Ivy Tech.

Early Childhood Education 11-12 (One year program) This program prepares students for employment in early childhood education programs. Students entering the classroom should enjoy working with preschool children. The students must recognize the value and worth of each individual child. Early Childhood student assistants supervise children while engaged in a wide variety of creative activities such as storytelling, music, and poems with actions, role-playing, art and learning centers. Students will serve as cadet teachers at the Warren Early Childhood Center. *This is a three (3) hour class.*
• Grade Level: 11, 12
• Prerequisite: Child Development & Advanced Child Development (to qualify for dual credit)
• Counts as directed elective or elective credit for Core 40, AHD & THD

Electronics & Computer Technology 11-12 This course teaches students how to design and install automated and technology systems that go into homes and businesses. Activities will include a focus on low voltage wiring, systems integration, telecommunications standards, and exposure to a range of residential technologies including: audio/video systems; home security and surveillance systems. Students will be eligible to take the Electronic Systems Technician (EST) certification exam. Classroom and laboratory experiences will allow students to begin their career preparation in the fundamental concepts of Direct Current Basics, personal computers, EST and will incorporate safety, technical writing, mathematical concepts and customer service. *This is a two (2) hour class for beginning and a two (2) hour class for advanced.*
• Grade Level: 11, 12
• Counts as directed elective or elective credit for Core 40, AHD & THD

Graphic Design & Imaging 11-12 Graphic Imaging Technology involves developing the many skills needed for the printing industry, such as pre-press, press, bindery, and silk screening. To enhance the learning activities of the student, live production work will be printed for the M.S.D. of Warren Township. *This is a (1) hour class for beginning and a two (2) hour class for advanced.*
• Grade Level: 11, 12
• Counts as directed elective or elective credit for Core 40, AHD & THD

Health Science Education 11-12 (Year One)
Health Science Education II- Special Topics (Year Two)
Health Careers is a two-year program with primary goals of providing students with opportunities to gain understanding of the healthcare industry, explore career options in Nursing, Pharmacy Tech and Dental Assisting to gain skills and credentialing for employment and further education. The primary focus of the program is to help students gain insight into the overall health care industry, explore various health related careers, develop competency in marketable entry-level skills, and prepare for entrance into post-secondary education. *This is a two (2) hour class for beginning and a three (3) hour class for advanced.* ***Students may elect to take this course as a dual credit course through Ivy Tech**
• Grade Level: 11 (Beginning), 12 (Advanced)
• Counts as directed elective or elective credit for Core 40, AHD & THD
• Counts as Dual Credit requirement for AHD & THD, if students earns dual credit through Ivy Tech.

Industrial Automation and Robotics 11-12 Students will gain skills to design and build basic robots that use sensors and actuators to solve specific problems and complete tasks. Robotic essentials will include the understanding of motors, functional systems, and robot control systems. Students will be divided into teams to design, build and test robots to be used in competitive tournaments and to program industrial robots.***Students may elect to take this course as a dual credit course through Vincennes University**
• Grade Level: 11, 12
• Counts as directed elective or elective credit for Core 40, AHD & THD
• Counts as Dual Credit requirement for AHD & THD, if students earns dual credit through Vincennes University.

Network Fundamentals 12 This course continues the Computer Network Program taken in PC Tech Support. Students design, install, maintain and manage both local and wide area networks. Activities include a combination of classroom instruction, e-learning and laboratory practice that develops skills in network administration and configurations, problem diagnosis and troubleshooting, system control and maintenance and upgrades. Additional areas of emphasis should include data backup and system security. Other topes will be designing and installing cable, internet, surveillance and security systems. Students will have the opportunity to be certified by taking the Network+ and Electronic Systems Technician (EST) exams. *This is a two (2) hour class.****Students may elect to take this course as a dual credit course through Vincennes University**
• Grade Level: 12
• Counts as directed elective or elective credit for Core 40, AHD & THD
• Counts as Dual Credit requirement for AHD & THD, if students earns dual credit through Vincennes University.

PC Tech Support 11-12 This program provides students with the knowledge of how computers work. Students will also learn how to check and clean computers for viruses, malware, Trojans and spyware. Students have the option to become A+ certified by taking the exam. In addition, students learn how to replace and install components such as motherboards, memory, power supplies, CD/DVD drives, hard drives, video cards, all network interface cards, CMOS batteries and more. *This is a two (2) hour class.****Students may elect to take this course as a dual credit course through Vincennes University**
• Grade Level: 11, 12
• Counts as directed elective or elective credit for Core 40, AHD & THD
• Counts as Dual Credit requirement for AHD & THD, if students earns dual credit through Vincennes University.

Project Lead the Way (PLTW)- Pre-Engineering PLTW, Pre-Engineering, is a 4-year sequence of engineering courses which, when combined with traditional mathematics and science courses in high school, introduces students to the scope, rigor and discipline of a career in engineering. It is highly suggested that students wishing to enter this program have competent math skills.

Foundation Courses (offered at NPHS): Grades 9 – 12	Introduction to Engineering Design (IED) Principles of Engineering (POE)
Specialized Courses (offered at WCC): Grades 11 – 12	Computer Integrated Manufacturing (CIM) Civil Engineering/Architecture (CEA) Digital Electronics (DE)
Capstone Course (offered at WCC): Grade 12	Engineering Design & Development (EDD)

The nationally recognized PLTW courses all provide students the opportunity to earn college credits through various affiliated PLTW universities and dual credits through Ivy Tech. Students must complete foundation courses with a C or better before taking any specialized courses. The capstone course is for seniors who have completed at least 3 other PLTW courses and has instructor recommendation. Courses may be paired for student enrollment.

Radio Broadcasting & Production 11-12 (Year One, semester one- Radio, semester two- Video) This radio program prepares students for entry-level positions in radio or television production. Students will learn how to properly use audio production equipment using hands-on experiences. This includes managers, accountants, sales representatives, secretaries, receptionists, and engineers. Skills taught include announcing, voice and diction, equipment operation, news and sports casting, interviewing, audio or video production, and station management. *This is a two (2) hour class for beginning and a two (2) hour class for advanced.*
• Grade Level: 11, 12
• Counts as directed elective or elective credit for Core 40, AHD & THD

TV Broadcasting & Production 11-12 (Year one, semester one- Video, semester two- Radio) This television program prepares students for the fast paced world of television production while developing their technical skills and teamwork skills. Students will use hand-on experiences and train in camera operation, editing with a computer, script writing and many other aspects of video production. *This is a two (2) hour class for beginning and a two (2) hour class for advanced* ***Students may elect to take this course as a dual credit course through Ivy Tech**
• Grade Level: 11 (Beginning), 12 (Advanced)
• Counts as directed elective or elective credit for Core 40, AHD & THD
• Counts as Dual Credit requirement for AHD & THD, if students earns dual credit through Ivy Tech.

Welding Technology 11-12 Welding involves the joining of metal either by using electric arc or gas equipment. Cutting metal to size or shape with the electric or gas equipment is also an important part of the welding trade. Trained welders are expected to read and understand blueprints and written specifications in order to fabricate the necessary metal parts. *This is a two (2) hour class for beginning and a three (3) hour class for advanced.****Students may elect to take this course as a dual credit course through Ivy Tech**
• Grade Level: 11 (Beginning), 12 (Advanced)
• Counts as directed elective or elective credit for Core 40, AHD & THD
• Counts as Dual Credit requirement for AHD & THD, if students earns dual credit through Ivy Tech.

GRADUATION TIMELINE

Freshman Year

- Know the NPHS graduation requirements.
- Review the Curriculum guide.
- Plan your 4-year course schedule. What courses would you like to take while in high school?
- Begin thinking about and exploring careers that interest you. What would you like to do after high school: 4-year college, 2-year college, vocational training, apprenticeship, military service or other?
- If necessary, attend summer school to make-up required courses or complete PE and/or Health requirements.
- Start and keep a record of all awards and activities you participate in such as clubs, sports, volunteer work, etc.
- Meet with your school counselor if you have questions regarding college or career.
- Send for information from colleges, universities, technical schools, apprenticeships, or the military branch you are considering. Visit their websites and check out the brochures in the Counseling Office.
- Create your Naviance account. Begin completing the Career and College Interest Inventories.

Sophomore Year

- Know the NPHS graduation requirements.
- Know your class rank and grade point average (GPA).
- Take the PSAT during October of your sophomore year.
- Send for information from colleges, universities, technical schools, apprenticeships, or the military branch you are considering. Visit their websites and check out the brochures in the Counseling Office.
- Continue thinking about career areas to explore.
- If necessary, attend summer school to make-up required courses or complete PE and/or Health requirements.
- Update record of activities and awards.
- If you plan to compete in NCAA Division 1 or 2 athletics, be sure to register at the NCAA Eligibility Center at www.ncaa.org, or NAIA eligibility center at www.playnaia.org.
- Meet with your school counselor if you have questions regarding college or career.
- Complete Naviance College and Career Interest Inventories.

Junior Year

- Know the NPHS graduation requirements.
- Think about college majors and careers that interest you. Know your interests, skills, values, and abilities. Explore Learn More Indiana's website at www.learnmoreindiana.org for career and college information. See your school counselor for questions related to majors and careers.
- Send for information from colleges, universities, technical schools, apprenticeships, or the military branch you are considering. Visit their websites and check out the brochures in the Counseling Office.
- Visit colleges and shadow careers that interest you. Juniors may have 1 excused college day per semester. See your school counselor for more information.
- Take PSAT during October of junior year
- Take the SAT and/or ACT at least twice the junior year. SAT information and registration can be found on the web at www.collegeboard.org. ACT information and registration can be found at www.act.org.
- Attend a regional college fair to talk with representatives from different schools. Meet with college representatives when they visit NPHS during homeroom.
- If necessary, attend summer school to make-up required classes.

- Update record of activities and awards.
- Become familiar with Naviance. Naviance is used the senior year to send transcripts to colleges electronically.
- Meet with your school counselor if you have questions regarding college or career.
- If you plan to compete in NCAA Division 1 or 2 athletics, be sure to register at the NCAA Eligibility Center at www.ncaa.org, or NAIA eligibility center at www.playnaia.org.
- Add colleges to your "Colleges I am in interested in" in your Naviance account

Senior Year – 1st Semester

- Know the NPHS graduation requirements.
- Apply to colleges.
- All transcripts should be requested and submitted through your Naviance account.
- If necessary, take the SAT or ACT for a second or third time.
- Get familiar with postsecondary options by requesting written materials or visiting websites.
- Attend a regional college fair to talk with representatives from different schools. Meet with college representatives when they visit NPHS during homeroom.
- Visit the colleges you are most interested in. Seniors may have 2 excused college days per semester (for a total of 4 for the year). See your school counselor for more information.
- Complete all college applications online. All college applications should be completed and submitted by October 31st of the senior year.
- Complete the FAFSA (Free Application for Federal Student Aid) after October 1st and mail before March 10th. Attend a FAFSA Day event at NPHS or College Goal Sunday in February to receive help with the form and for more information on financial aid. The FAFSA may be completed online at www.fafsa.ed.gov
- Search for scholarships. Watch the deadlines on scholarships. Places to search for scholarships include the Counseling Office, parent employers, NPHS website, the college you plan to attend, civic organizations, community service, churches, etc.
- Update record of activities and awards.
- Meet with your school counselor if you have questions regarding college or career.
- If you plan to compete in NCAA Division 1 or 2 athletics, be sure to register at the NCAA Eligibility Center at www.ncaa.org, or NAIA eligibility center at www.playnaia.org.

Senior Year – 2nd Semester

- Know the NPHS graduation requirements.
- Continue to search and apply for scholarships.
- Complete the FAFSA (Free Application for Federal Student Aid) in the spring of your senior year. Attend a FAFSA Day event at NPHS or College Goal Sunday in February to receive help with the form and for more information on financial aid.
- Attend NPHS financial aid/college tips night to receive information and helpful tips on college life, studying, and help with the FAFSA form.
- Compare aid from colleges and universities. Make your decision of where you want to attend. Send your deposit to the college of your choice.
- Return the award letter to the university you have chosen to attend. Contact other colleges and decline admission.
- Contact the Counseling Office with information regarding any scholarships awarded.
- Watch for other deadlines, i.e. housing, financial aid, etc.
- Complete Senior exit interview
- Upon successful completion of all requirements, attend NPHS graduation.
- If you plan to compete in NCAA Division 1 or 2 athletics, be sure to register at the NCAA Eligibility Center at www.ncaa.org, or NAIA eligibility center at www.playnaia.org.

College day cut-offs each year are December 1st for fall semester and May 1st for spring semester. Requests after that day will not be honored.