LEBANON
HIGH SCHOOL

2024-2025
Course Description Guide

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COURSE CREDITS AND SCHEDULING

School Year 2024-2025

Class status is equivalent to the number of years in school.

BELOW ARE THE RECOMMENDED NUMBER OF MINIMUM CREDITS TO STAY ON TRACK FOR GRADUATION

9th Grade	10th Grade	11th Grade	12th Grade
12 Credits	24 Credits	36 Credits	48 Credits

Every student must be enrolled in at least seven subjects per semester. Courses will be offered based on student interest and staffing. In the event that a class is closed or cancelled, the next alternative course will be selected.

Drop/Add Dates for Schedule Concerns and Requests:

1. Schedule request changes for the new school year must be communicated with your counselor by the **Thursday before Spring Break.** This allows all individual schedule requests to be considered before the Master Schedule is built for the **2024-2025** school year.
2. Schedule requests for 2nd semester classes must be communicated with your counselor by the **Wednesday before Thanksgiving Break.** No changes will be guaranteed. Course numbers as well as section and teacher availability will be considered.

Schedule Changes will be considered or made if:

- A class is closed or cancelled
- An error is made in proper sequencing of classes
- A student fails or does not meet the requirement to move on to the next class in sequence
- A student meets the deadline dates for Schedule Concerns and Requests as stated previously
- A student wants to increase the level of rigor in their schedule with principal approval

Transfer students must meet our subject requirements. The administration of Lebanon High School realizes that there is a great variety of credit or unit systems in high schools throughout the United States. We want to reassure transfer students by stating we will not penalize any student without cause. Every case of credit evaluation will be considered on an individual basis. The principal reserves the right to make all academic decisions.

Only students who have attended Lebanon High School for the last two years will be eligible for Valedictorian or Salutatorian.

LEBANON HIGH SCHOOL PROGRAM FOR HIGH ABILITY STUDENTS

The Lebanon High school component of the LCSC Program for High Ability Students is comprised of Honors Classes, Advanced Placement (AP) classes, and classes for dual high school and college credit. The purpose of all of these courses is to challenge students and prepare them to continue their advanced studies at a post-secondary institution. Although students are encouraged to enhance their education by taking honors classes, honors classes are not specifically required for the Academic Honors Diploma. Please see the Diploma Requirement page that applies to your graduating class for specific requirements. The curriculum areas at LHS that currently have specific courses for high-ability students are English, Mathematics, Science, Social Studies and Fine Arts.

Current course offerings include:

English	Mathematics	Social Studies	Science	Fine Arts
Honors English 9	Geometry (H)	Honors World History	Honors Chemistry (L)	*AP 2D Studio Art
Honors English 10	Algebra II (H)	*AP European History	Honors Biology (L)	
*AP English Literature &	Pre-Calculus (H)	*AP US History	*AP Chemistry (L)	
Composition 11 (H)	Trigonometry (H)	*AP US Gov't & Politics (1 sem)	*AP Physics 1, Algebra-Based (L)	
*AP English Language &	*AP Calculus AB	*AP Microeconomics (1 sem)	*AP Biology (L)	
Composition 12 (H)	*AP Calculus BC	*AP Psychology	*AP Computer Science A	

English 12**Advance College Project Indiana Calculus I/II**Advanced College Project Indiana
Elementary Composition W131 (3 credit hours, 1 sem) Calc I (M211) (4 credit hours, 2 semesters)
Literacy Interpretation L202 (3 credit hours, 1 sem) Calc II (M212) (4 credit hours, 2 semesters)

***The AP Program Testing Fee:** There is a testing fee for AP courses. The testing fee is equivalent to the fee that College Board charges to administer each test which was $98.00 per test for the 2022-2023 school year. We assume the 2024-2025 testing fee will be approximately the same. In addition, the Indiana Department of Education has covered the testing fees for AP tests in the areas of English, Mathematics and Science. If the state continues to pay for AP tests in these three areas for the 2024-2025 school year, our students will not be assessed a testing fee in these courses. **Courses the state does not cover will be the responsibility of the student to pay.** All AP fees must be paid by the end of the first semester in order for the student to continue in the course(s) for second semester. A testing fee statement will be sent home with the student at the beginning of the first semester which will include payment information.

INFORMATION FOR COLLEGE BOUND ATHLETES

The National Association of Intercollegiate Athletics (NAIA) is a governing body for athletic programs at its nearly 300 colleges and universities throughout the United States and Canada. The long-held mission of the NAIA is to promote the education and development of students through intercollegiate athletics participation. Founded in 1937, the NAIA is a leader in the development of student-athletes and continues to be a pioneer in implementing exceptional standards for academics, diversity and character. For eligibility regulations regarding high school curriculum, high school performance, class rand and standardized testing, go to www.naia.org.

The National Collegiate Athletic Association (NCAA) is a voluntary organization through which the nation's colleges and universities govern their athletics programs. It comprises more than 1,250 institutions, conferences, organizations and individuals committed to the best interests, education and athletics participation of student-athletes. All prospective student-athletes intending to enroll in an NCAA Division I or II institution for the first time on or after August 1, 2007 must complete the NCAA Amateurism Certification questionnaire. For more information about Clearinghouse registration, required high school core subjects, grade point averages and standardized testing, go to www.ncaa.org.

Lebanon High School Core 40 Diploma Requirements

Course and Credit Requirements	
English/ Language Arts	**8 credits (+1 semester of Speech for the Academic Honors Diploma—*class of 2025 + 2026 only*)**
	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.* All students must complete a math or quantitative reasoning course each year they are 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

* 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.

Lebanon High School AHD and THD Diploma Requirements

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

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of 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 priority course list
    C. Earn two of the following:
        1. A minimum of 3 verifiable transcripted college credits from the priority course list,
        2. 2 credits in AP courses and corresponding AP exams,
        3. 2 credits in IB standard level courses and corresponding IB exams.
    D. Earn a combined score of 1250 or higher on the SAT math and evidence based reading and writing sections with a minimum score of 560 on the math and a 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** diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in a college and career preparation courses in a state-approved College and Career Pathway and one of the following:
    1. Pathway designated industry-based certification or credential, or
    2. Pathway dual credits from the lists of priority courses 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 scores or higher on WorkKeys: Reading for Information-Level 6, Applied Mathematics – Level 6, and Locating Information – Level 5.
    C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
    D. Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.

Recommended: Earn 2 additional credits in mathematics and 4-8 credits in World Languages for four-year college admission.

Lebanon High School General Diploma Requirements

Indiana General High School Diploma

The completion of Core 40 is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce. To graduate with less than Core 40, the following formal opt-out process must be completed:

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

Course and Credit Requirements (Class of 2016 & Beyond)

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

Lebanon High School Class of 2023 and Beyond Graduation Pathways

Graduation Pathways Requirements	Graduation Pathway Options
1. High School Diploma	**Meet the statutorily defined diploma credit and curricular requirements.**
2. Learn and Demonstrate Employability Skills (Students must complete *at least one* of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one of the following: • **Project-Based Learning Experience;** • **Service-Based Learning Experience;** **OR** • **Work-Based Learning Experience**
3. Postsecondary-Ready Competencies (Students must complete *at least one* of the following.)	• **Honors Diploma**: Fulfill all requirements of either the Academic or Technical Honors diplomas; OR • **ACT**: College-ready benchmarks; OR • **SAT**: College-ready benchmarks; OR • **ASVAB**: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR • **State- and Industry-recognized Credential or Certification;** OR • **State-, Federal- or Industry-recognized Apprenticeship;** OR • **Career-Technical Education Concentrator**: Must earn a C average or higher in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR • **AP/IB/Dual Credit/Cambridge International courses or CLEP Exams**: Must earn a C average or higher in at least three courses OR • **Locally created pathway** that meets the framework from and earns the approval of the State Board of Education.

INDIANA CERTIFICATE TRACK COURSE OF STUDY

Effective with the students who enter high school in 2018-19 school year (Class of 2022).

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP).

Minimum total 40 credits/applied units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned and special education courses in which non-credit applied units are earned.	
English/Language Arts	**8 credits/applied units**
	Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	**4 credits/applied units**
	Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Student must take a math or applied math course each year in high school.
Science	**4 credits/applied units**
	Including a balance of physical, earth/nature, life, engineering and technology
Social Studies	**4 credits/applied units**
	Including a balance of history, civics and government, geography, economics
Physical Education	**2 credits/applied units**
Health & Wellness	**1 credit/applied unit**
Employability	**10 credits/applied units**
Electives	**7 credits/applied units**

Certificate of Completion Transition Portfolio

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

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

GRADING AT LEBANON HIGH SCHOOL

Semester Grades will be calculated based on 90% course grade and 10% final exam/project. Mid-term grades, halfway through each semester, will be utilized for the purpose of determining eligibility, but the grading period does not end until the semester.

WEIGHTED GRADES POLICY

Weighted Grades Policy
Effective Beginning with the Class of 2012

Rationale:
The purpose of having weighted grades is to encourage our students to enroll in our most rigorous academic courses in order to maximize preparation for their post-secondary education.

Weighted Grade Qualification:
In order to receive the additional weighted points, a student must complete the course with a semester grade of a C- or higher.

Definitions:
ACP – Advanced College Project dual credit course offered at Lebanon High School through an articulation agreement with Indiana University.
AP Courses – Advanced Placement (AP) courses approved through the College Board.
Core Courses – Courses taught by the Mathematics, English, Science, Social Studies, and World Language departments.
Dual Credit Courses – Courses offered for credit by an accredited post-secondary institution through an adjunct agreement with Lebanon High School. The courses will be taught at LHS, and credit for the courses must appear on a college transcript with the intent of transferable credits to a 4-year institution.
Elective Courses – Courses taught in all other departments not listed as Core Courses.
Formula - The weight from a weighted course will be added to the GPA prior to averaging the GPA.

Tier 1 (no weight)
Diploma Track Courses not listed in Tier 2 or Tier 3

Tier 2 (0.5 weight per semester)
ACP – Core Department Courses
Courses denoted as Honors (H)
2-year Institution Dual Credit Courses – all departments
4-year Institution Dual Credit Courses taught in elective departments
Elective AP Courses
There is a maximum of three (3) weighted courses that can be identified in an elective department.
Current Tier 2 Qualified Courses:
Algebra II (H), Geometry (H), Pre-Calculus (H), Trigonometry (H), Honors English 9, Honors English10, Spanish III, French III, Honors Biology (L), Honors Chemistry (L), Honors World History, Economics (H), Principles of Business Management, Marketing Fundamentals, Entrepreneurship & New Ventures Capstone, PLTW: Introduction to Engineering Design, PLTW: Principles of Engineering, PLTW: Civil Engineering & Architecture, Principles of Agriculture, Agribusiness Management, Agricultural Power Structure & Technology (Welding), Animal Science, Horticulture Science, Landscape and Turf Management, Natural Resources, Principles of Healthcare, Medical Terminology, Principles of Precision Machining, Machining Fundamentals, Advanced Precision Machining, Precision Machining Capstone, 2-D Art and Design (AP), Principles of Culinary and Hospitality, Nutrition and Culinary Arts

Tier 3 (1.0 weight per semester)
AP – Core Department Courses
ACP – Core Department Courses
4-year dual credit courses – core departments
Current Tier 3 Qualified Courses:
ACP English—W131 and L202, ACP Math—M211 and M212, Language and Composition (AP), Literature and Composition (AP), Calculus AB (AP), Calculus BC (AP) Statistics (AP), Computer Science A (AP), Biology (L) (AP), Chemistry (L) (AP), Environmental Science (L) (AP), Physics I: Algebra Based (L) (AP), European History (AP), Microeconomics (AP), US History (AP), United States Government and Politics (AP)

***Weighted courses may change based on articulation agreements with our university partners. The cumulative weighted

CLASS RANK CALCULATION

GPA is used to determine class ranking. Updates to class rank occur at the end of each semester. The cumulative GPA includes all courses and credits earned in grades 9 through 12, and also includes high school courses and credits that were earned while in middle school. Students will obtain a weighted GPA by taking more rigorous courses that include AP, honors and/or dual credit courses. If a student receives a C- or above at semester in a weighted course, they will then receive the additional weighted points per the weighted grading policy adopted in 2012. It is the weighted GPA that is used to determine class rank.The senior with the highest weighted GPA at the end of their 7th semester will be designated at the class Valedictorian. The senior with the second highest weighted GPA at the end of their 7th semester will be designated as the class Salutatorian. **Only students who have attended Lebanon High School for the last two years will be eligible for Valedictorian or Salutatorian.**

AUDIT POLICY

Auditing/Retaking Classes

To better master the course content and/or to meet the minimum grade requirements for an Indiana Academic Honors Diploma and/or a Technical Honors Diploma, a student may audit/retake a course in which they received a C+ or lower. All audits/retakes must be approved by the principal or principal designee, and audits/retakes may be denied on the basis of class size and sections. When auditing/retaking a course, the grade earned for the second course will replace the first grade on the transcript and will become the credit bearing course. All courses taken will appear on the student's transcript in order to provide an accurate course history. The first grade will be replaced with an "AUD" to stand for Audit and will not factor into the cumulative GPA. In the event the student fails a previously passed course, the grades for both courses will appear on the transcript, and both grades will be factored into the cumulative GPA. If a student received a WF – Withdrawal Fail, in a course, the WF will not be replaced by the symbol of "AUD" for Audit, but the grade earned in the audited/retaken course will be the grade that factors into the cumulative GPA. Grades earned in approved audited/retaken courses will count toward eligibility in athletics, all extra-curricular activities, work permits, lunch, and driving privileges.

ADVANCED PLACEMENT COURSE OFFERINGS

AP BIOLOGY (L) *3020 (BIO AP)*
AP Biology is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties.
• Recommended Grade Level: 10-12
• Recommended Prerequisite: Biology I and Chemistry I
• LHS Prerequisite: Biology I (or Honors Biology I) with a C- or better and Chemistry I (or Honors Chemistry) with a B or better. Can enroll in this course as a 10th grader only if taking concurrently with Honors Chemistry.
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a science course for all diplomas
• Qualifies as a quantitative reasoning course

AP CALCULUS AB *2562 (CALC AB AP)*
AP Calculus AB is a course based on content established by the College Board. AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.
A TI-84 graphing calculator is required for this class.
• Recommended Grade Level: Grades 11 or 12
• Required Prerequisite: Pre-Calculus
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a mathematics course for all diplomas
• Qualifies as a quantitative reasoning course

AP CALCULUS BC *2572 (CALC BC AP)*
AP Calculus BC is a course based on content established by the College Board. AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AP Calculus AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course beyond that granted for AP Calculus AB.
A TI-84 graphing calculator is required for this class.
• Recommended Grade Level: Grades 11 or 12
• Required Prerequisite: Pre- Calculus
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a mathematics course for all diplomas
• Qualifies as a quantitative reasoning course

AP CHEMISTRY (L) *3060 (CHEM AP)*
AP Chemistry is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.
• Recommended Grade Level: 11-12
• Recommended Prerequisite: Chemistry I, Algebra II, Pre-Calculus/Trigonometry
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a science course for all diplomas
• Qualifies as a quantitative reasoning course

AP COMPUTER SCIENCE A *4570 (COMP SCI AP)*
AP Computer Science A is a course based on the content established by the College Board. *AP Computer Science A* is equivalent to a first semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The curriculum for *AP Computer Science* A is compatible with many CS1 courses in colleges and universities. The course provides students with an alternative to taking pre-- calculus or calculus to fulfill the four-- year math requirement for graduation.
• Recommended Grade Level: Grades 11 or 12
• Recommended Prerequisites: Algebra I, Geometry, and Algebra II and a C or better in Computer Science I
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as an elective for all diplomas
• Fulfills a science course requirement for all diplomas
• Qualifies as a quantitative reasoning course

AP ENGLISH LANGUAGE AND COMPOSITION *1056* (*LNG/COMP AP*)
AP English Language and Composition is an advanced placement course based on content established by the College Board. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from the many disciplines and historical periods. There is no prescribed sequence of study.
• Recommended Grade Level: Grade 12
• Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills an English/Language Arts requirement for all diplomas

AP ENGLISH LITERATURE AND COMPOSITION 1058 *(*LIT/COMP AP*)*
AP English Literature and Composition is an advanced placement course based on content established by the College Board. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.
• Recommended Grade Level: Grades 11
• Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills an English/Language Arts requirement for all diplomas

AP ENVIRONMENTAL SCIENCE (L) *3012* (ENVSCI AP)
AP Environmental Science 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.
• Recommended Grade Level: 11-12
• Recommended Prerequisite: Biology and Chemistry
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a science course for all diplomas
• Qualifies as a quantitative reasoning course

AP MICROECONOMICS *1566 (MICRO-ECON)*
AP Microeconomics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision- makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include Basic Economic Concepts; the Nature and Functions of Product Markets; Factor Markets; and Market Failure and the Role of Government.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 1 to 2 semester course, 1 credit per semester
• Fulfills the economics requirement for all diplomas
• Qualifies as a quantitative reasoning course

AP UNITED STATES HISTORY *1562 (US HIST AP)*
AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 1 credit per semester
• Fulfills the US history requirement for all diplomas

AP UNITED STATES GOVERNMENT AND POLITICS *1560 (US GOVT AP)*
AP United States Government and Politics is a course based on content established by the College Board. AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Topics include: (1) constitutional underpinnings, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties.
• Recommended Grade Level: Grades 12
• Recommended Prerequisites: None, students should be able to read a college level textbook and write grammatically correct, complete sentences.
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 1 semester course, maximum of 1 credit
• Fulfills the US government requirement for all diplomas

AP WORLD HISTORY *1612 (WLD HST MAP)*
AP World History Modern students investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.
• Recommended Grade: 10
• Recommended Prerequisites: None, students should be able to read a college level textbook and write grammatically correct, complete sentences.
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 1 credit per semester
• Fulfills the geography history of the world/world history and civilization graduation requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

AP PHYSICS 1: ALGEBRA-BASED (L) *3080 (PHYS 1 AP)*
AP Physics 1: Algebra-- based on the content established by the College Board. *AP Physics 1: Algebra-- based* 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.
• Recommended Grade Level: 10-12
• Recommended Prerequisite: Algebra I or Integrated Mathematics I
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a science course for all diplomas
• Qualifies as a quantitative reasoning course

AP PSYCHOLOGY *1558 (PSYCH AP)*
AP Psychology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology.
• Recommended Grade: 11, 12
• Required Prerequisites: none
• Recommended Prerequisites: none
• Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
• Credits: 1 to 2 semester course, 1 credit per semester
• Counts as an elective for all diplomas

AP STATISTICS *2570 (STAT AP)*
AP Statistics is a course based on content established by the College Board. The *AP Statistics* course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the *AP Statistics* course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing to build conceptual understanding. The use of graphing calculators and computer software is required.
A TI-84 graphing calculator is required for this class.
• Recommended Grade Level: Grades 11 or 12
• Recommended Prerequisite: Algebra II or Integrated Mathematics III
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a mathematics course for all diplomas
• Qualifies as a quantitative reasoning course

AP 2-D ART AND DESIGN *4050 (ART 2D AP)*
AP 2-D Art and Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: Two- Dimensional Design, Three-Dimensional Design, and Drawing. 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. The portfolio will have two sections: Sustained Investigation and Selected works.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: Recommended Prerequisites: Intro to 2-D Art with a B- or above; Digital Design I/II with a B- or above or by teacher recommendation.
• Students enrolled in this course must maintain a C- or greater to move on to second semester

• Credits: 2 semester course, 1 credit per semester
• Counts as a directed elective or elective for all diplomas
• Fulfills the fine arts requirement for the Core 40 with Academic Honors diploma

DUAL CREDIT/COLLEGE CREDIT COURSES OFFERED

Local Course	Dual Credit Course	Partnering Institution	# of College Credits
7109 Principles of Precision Machining	PMTD 105	VU	2
	PMTD 110	VU	2
	PMTD 110 L	VU	1
7105 Precision Machining Fundamentals	PMTD 120	VU	6
7107 Advanced Precision Machining			
7129 Precision Machining Capstone	PMTD 115	VU	2
	PMTD 116	VU	2

AGRICULTURE, FOOD AND NATURAL RESOURCES

Local Course	Dual Credit Course	Partnering Institution	# of College Credits
7117 Principles of Agriculture	AGRI 101	Ivy Tech	3
5070 Advanced Life Science: Animals	AGRI 107	Ivy Tech	3
5072 Advanced Life Science: Foods	AGRI 108	Ivy Tech	3
5008 Animal Science	AGRI 103	Ivy Tech	3
5088 Agriculture Power, Structure & Technology	AGRI 106	Ivy Tech	3
5132 Horticultural Science	AGRI 116	Ivy Tech	3

BUSINESS MANAGEMENT AND ADMINISTRATION, FINANCE AND MARKETING

Local Course	Dual Credit Course	Partnering Institution	# of College Credits
4562 Principles of Business Management	BUSN 101	Ivy Tech	3
7154 Entrepreneurship & New Ventures	ENTR 100	Ivy Tech	3
5914 Marketing Fundamentals	MKTG 101	Ivy Tech	3

HEALTH SCIENCES

Local Course	Dual Credit Course	Partnering Institution	# of College Credits
7168 Principles of Healthcare	HLHS 100	Ivy Tech	3
5274 Medical Terminology	HLHS 101	Ivy Tech	3

HOSPITALITY & TOURISM

Local Course	Dual Credit Course	Partnering Institution	# of College Credits
7173 Principles of Hospitality	HOSP 101	Ivy Tech	2
	HOSP 102	Ivy Tech	3
7171 Nutrition	HOSP 104	Ivy Tech	3
	TBD	Ivy Tech	3
7169 Culinary Arts	HOSP 103	Ivy Tech	3

STEM

Local Course	Dual Credit Course	Partnering Institution	# of College Credits
7341 Biotech Manufacturing	BIOT 102 (TBD)	Ivy Tech	3
7342 Biotech Regulatory Affairs	BIOT 105 (TBD)	Ivy Tech	3
7344 Biotechnology Capstone	N/A		

4802 Introduction to Engineering Design	DESN 101	Ivy Tech	3
	DESN 113	Ivy Tech	3
5644 Principles of Engineering	DESN 104	Ivy Tech	3
5650 Civil Engineering & Architecture	DESN 105	Ivy Tech	3
OTHER CTE COURSES			
Local Course	**Dual Credit Course**	**Partnering Institution**	**# of College Credits**
5974 Work Based Learning: Cadet Teaching	ED 403	Butler	3
ENGLISH			
Local Course	**Dual Credit Course**	**Partnering Institution**	**# of College Credits**
Elementary Composition	W 131	IU	3
Literary Composition	L202	IU	3
MATH			
Local Course	**Dual Credit Course**	**Partnering Institution**	**# of College Credits**
Calculus I	M211	IU	4
Calculus II	M212	IU	4
Pre-Calc (H)/ Trig (H)	M136	Ivy Tech	3
	M137	Ivy Tech	3
WORLD LANGUAGE			
Local Course	**Dual Credit Course**	**Partnering Institution**	**# of College Credits**
French III	FR 101	Ivy Tech	4
	FR 102	Ivy Tech	4
Spanish III	SPAN 101	Ivy Tech	4
	SPAN 102	Ivy Tech	4

******Dual Credit courses may change based on articulation agreements with our university partners.***

ADVANCED MANUFACTORING COURSE OFFERINGS

PRINCIPLES OF PRECISION MACHINING *7109 (PRIN PREC MACH)*
Principles of Precision Machining will provide students with a basic understanding of the processes used to produce industrial goods. Classroom instruction and labs will focus on shop safety, measurement, layout, blueprint reading, shop math, metallurgy, basic hand tools, milling, turning, grinding, and sawing operations. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Measurement, Materials, & Safety certification that may be required for college dual credit.
• Recommended Grade(s): 11, 12
• Required Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective for all diplomas
• Students must provide their own transportation for this course
• Course is taken concurrently with 7105 Precision Machining Fundamentals and 7107 Advanced Precision Machining
• **This course is dual credit with Vincennes University (PMTD 110: Manufacturing Processes, PMTD 110L Manufacturing Processes Laboratory; PMTD 105: Understanding Industrial Blueprints)**

PRECISION MACHINING FUNDAMENTALS *7105 (MACH FUN)*
Precision Machining Fundamentals will build a foundation in conventional milling and turning. Students will be instructed in the classroom on topics of shop safety, theory, industrial terminology, and calculations. Lab work will consist of the setup and operation of vertical and/or horizontal milling machines and engine lathes. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Milling I certification that may be required for college dual credit.
• Recommended Grade(s): 11, 12
• Required Prerequisites: 7109 Principles of Precision Machining (enrolled concurrently)
• Recommended Prerequisites: none

• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective for all diplomas
• Qualifies as a quantitative reasoning course
• Students must provide their own transportation for this course
• Course is taken concurrently with 7109 Principles of Precision Machining and 7107 Advanced Precision Machining
• **This course is dual credit with Vincennes University (PMTD 120: General Machines)**

ADVANCED PRECISION MACHINING *7101 (PREC MACH)*
Advanced Precision Machining will build upon the Turning and Milling processes learned in Precision Machining Fundamentals and will build a foundation in abrasive process machines. Students will be instructed in the classroom on topics of shop safety, theory, industrial terminology, and calculations associated with abrasives. Lab work will consist of the setup and operation of bench grinders and surface grinders. Additionally, students will be introduced to Computerized Numeric Controlled (CNC) setup, operations and programming. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Grinding I certification that may be required for college dual credit.
• Recommended Grade(s): 11, 12
• Required Prerequisites: 7109 Principles of Precision Machining (enrolled concurrently), 7105 Precision Machining Fundamentals (enrolled concurrently)
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective for all diplomas
• Qualifies as a quantitative reasoning course
• Students must provide their own transportation for this course
• Course is taken concurrently with 7109 Principles of Precision Machining and 7105 Precision Machining Fundamentals
• **This course is dual credit with Vincennes University (PMTD 120: General Machines)**

PRECISION MACHINING CAPSTONE *7219 (PRIN MACH CAP)*
Precision Machining Capstone is an in-depth study of skills learned in Precision Machining I, with a stronger focus on CNC setup/operation/programming. Students will be introduced to two axis CNC lathe programming and three axis CNC milling machine programming. Develops the theory of programming in the classroom with applications of the program accomplished on industry-type machines. Studies terminology of coordinates, cutter paths, angle cutting, and linear and circular interpolation. Classroom activities will concentrate on precision set-up and inspection work, as well as machine shop calculations. Students will develop skills in advanced machining and measuring parts involving tighter tolerances and more complex geometry. A continued focus on safety will also be presented.
• Recommended Grade(s): 12
• Required Prerequisites: 7109 Principles of Precision Machining; 7105 Precision Machining Fundamentals, 7107 Advanced Machining
• 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
• Students must provide their own transportation for this course
• **This course is dual credit with Vincennes University (PMTD 115: CNC Set Up and Operations, PMTD 116: Introduction to CNC Programming)**

AGRICULTURE COURSE OFFERINGS

PRINCIPLES OF AGRICULTURE *7117 (PRIN AG)*
Principles of Agriculture is a two-semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding and the role of agriculture in the United States and globally. Students will explore Agriculture, Food, and Natural Resource (AFNR) systems related to the production of food, fiber and fuel and the associated health, safety and environmental management systems. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, and agribusiness. Participation in FFA and Supervised Agricultural Experiences (SAE) will be an integral part of this course in order to develop leadership and career-ready skills.
• Recommended Grade Level: 9, 10, 11
• Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective credit for all diplomas

AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY *5088 (AG POW)*
Agriculture Power, Structure and Technology is a two-semester, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in

concert while incorporating technology. Topics covered include safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in agriculture power, structure and technology.
• Recommended Grade Level: Grade 10, 11, 12
• Required Prerequisite: Principles of Agriculture
• Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as an elective or directed electives for all diplomas
• **This course is dual credit with the Ivy Tech, Lafayette campus and has no testing requirements.**

AGRICULTURE STRUCTURES FABRICATION AND DESIGN *(AG ST FAB DES)*
Agricultural Structures Fabrication and Design is a two-semester course that focuses on metal work, and agricultural structures. This course will allow students to develop skills in welding and metalworking, construction, fabrication, machine components and design while incorporating the engineering design process. Students will also cover safety topics for each area while demonstrating appropriate health and safety standards.
• Recommended Grade(s): 10, 11, 12
• Required Prerequisites: Principles of Agriculture and Agriculture Power, Structure, and Technology
• Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective credits for all diplomas
• This course is dual credit with Ivy Tech, Lafayette campus and has no testing requirements.

AGRICULTURE MECHANIZATION AND TECHNOLOGY CAPSTONE *7228 (AG MECH CAP)*
The Agriculture Mechanization and Technology Capstone course builds upon the knowledge and skills developed in the Principles, Ag Power, Structures and Technology, Agricultural Structures Fabrication and Design courses by developing advanced skills that students can apply to the field. Students enrolled in this course will participate in lab activities involving agricultural equipment such as fueled power engines, electrical motors, pneumatic and hydraulic systems, etc. Students will be instructed on the operation, maintenance, repair, engineering and design of the agricultural mechanics and technology systems. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.
• Recommended Grade: 12
• Required Prerequisites: Ag Power, Structures and Technology; Ag Structures Fabrication and Design; (Earn concentrator status in the Precision Ag program of study)
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits max
• Counts as a directed elective or elective credits for all diplomas
• Counts as a quantitative reasoning course

ANIMAL SCIENCE *5008 (ANML SCI)*
Animal Science provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students' study can be applied to both large and small animals. Topics to be addressed include anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science. Participation in FFA encourages development in leadership, communication, community service and career related skills.
• Recommended Grade Level: Grade 9-12
• Required Prerequisite: Principles of Agriculture
• Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a directed elective or elective credits for all diplomas
• Fulfills a science course requirement for all diplomas
• Fulfills a physical science requirement for General Diploma
• **This course is dual credit with the Ivy Tech, Lafayette campus and has no testing requirements.**

ADVANCED LIFE SCIENCE: ANIMALS (L) *5070 (ALS ANIML)*
Advanced Life Science: Animals provide students with opportunities to participate in a variety of activities including laboratory work. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory, fieldwork, leadership development, supervised agricultural experience and the exploration of career opportunities, they will recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, and ecology, historical and current issues in animal

agriculture in advanced life science in animals. Participation in FFA encourages development of leadership, communication, community service and career related skills.
• Recommended Grade Level: Grade 11-12
• Required Prerequisite: Principles of Agriculture
• Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources, Animal Science, Integrated Chemistry and Physics or Chemistry and Biology
• Credits: 2 semester course, 2 semesters required, 1credit per semester, maximum of 2 credits
• Counts as an elective or directed electives for all diplomas.
• Fulfills a science requirement for all diplomas
• Qualifies as a quantitative reasoning course
• **This course is dual credit with the Ivy Tech, Lafayette campus and has no testing requirements.**

ADVANCED LIFE SCIENCE: FOODS (L) *5072 (ALS FOODS)*
Advanced Life Science: Foods provides students with opportunities to participate in a variety of activities which includes laboratory work, leadership development, supervised agricultural experience and exploration of career opportunities. This is a standards-based, interdisciplinary science course that integrates biology, chemistry and microbiology in the context of foods and the global food industry. Students enrolled in this course formulate, design and carry out food-based laboratory and field investigations as an essential course component. Students understand how biology, chemistry and physics principles apply to the composition of foods, the nutrition of foods, food and food product development, food processing, food safety and sanitation, food packaging and food storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry in the context of highly advanced industry applications of foods in advanced life science in foods. Participation in FFA or FCCLA encourages development of leadership, communication, community service and career related skills.
Recommended Grade Level: Grade 11-12
• Required Prerequisite: Principles of Agriculture
• Recommended Prerequisites: Integrated Chemistry and Physics, Chemistry, Biology, or Introduction to Agriculture, Food and Natural Resources
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as an elective or directed electives for all diplomas.
• Fulfills a science requirement for all diplomas
• Qualifies as a quantitative reasoning course
• **This course is dual credit with the Ivy Tech, Lafayette campus and has no testing requirements.**

AGRICULTURAL RESEARCH CAPSTONE *7262 (AG RES CAP)*
Agricultural Research Capstone course includes extended laboratory, field, and literature investigations in one or more specialized agricultural science disciplines, such as animal, plant, food, natural resources, biotechnology, engineering, etc. Students enrolled in this course will apply scientific applications, concepts, principles, and design processes to solve complex, real-world issues in agriculture. Students will become familiar with laboratory procedures used in an educational, research, or industrial setting. Students will complete an end-of-course project and presentation, such as a scientific research paper, agriscience fair project, or some other suitable presentation of their findings.
Recommended Grade(s): 12
Required Prerequisites: Any Agriculture Concentrator Sequence
Recommended Prerequisites: none
Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits max
Counts as a directed elective or elective credits for all diplomas
Counts as a quantitative reasoning course.

HORTICULTURAL SCIENCE *5132 (HORT SCI)*
Horticulture Science is designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing and marketing of plants and their products. Topics covered include reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest and pest management. Students participate in a variety of activities to include extensive laboratory work usually in a school greenhouse, leadership development, supervised agricultural experience and learning about career opportunities in the area of horticulture science. Participation in FFA encourages development in leadership, communication, community service and career related skills.
• Recommended Grade Level: Grade 9-12
• Required Prerequisite: Principles of Agriculture
• Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resource
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a directed elective or elective for all diplomas
• Fulfills a life science or physical science requirement for the General Diploma

• **This course is dual credit with the Ivy Tech, Lafayette campus and has no testing requirements.**

GREENHOUSE AND SOILLESS PRODUCTION *7114 (GRN S PROD)*
Greenhouse and Soilless Production is a two-semester course that provides an overview of structural designs and uses of enclosed structures (greenhouses) to grow various plants and food. The course will focus on discussing different types of enclosed structures, management systems, and growing systems used to produce plants and food. The course will also present an overview of soilless growing systems such as hydroponics, aquaponics, aeroponics and fogponics. Students will utilize the school greenhouse as part of this course.
• Recommended Grade(s): 10, 11, 12
• Required Prerequisites: Principles of Agriculture and Horticulture Science
• Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective credits for all diplomas
• **This course is dual credit with the Ivy Tech, Lafayette campus and has no testing requirements.**

HORTICULTURE CAPSTONE *7232 (HORT CAP)*
The Horticulture Capstone course builds upon the knowledge and skills developed in the Principles, Horticultural Science, and Greenhouse and Soilless Production courses by developing advanced skills that students can apply to the field. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.
• Recommended Grade(s): 12
• Required Prerequisites: Principles of Agriculture; Horticultural Science; Greenhouse and Soilless Production
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits max
• Counts as a directed elective or elective credits for all diplomas
• Counts as a science credit

PRECISION AGRICULTURE *7116 (PREC AG)*
Precision Agriculture describes the purpose and concepts of precision agriculture and precision farming through classroom and lab-based instruction. It involves understanding and operation of the various precision agriculture tools including GPS, GIS, and VRT. Students will learn how to collect data, analyze data and use the information to make decisions. Provides an understanding and justifications that demonstrate the economic and environmental benefits of precision agriculture. The Precision Agriculture course also incorporates the use of UAVs. Students will demonstrate UAV competency and handling in order to achieve the Part 107 UAS certification.
• Recommended Grade(s): 10, 11, 12
• Required Prerequisites: Principles of Agriculture
• Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resource
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective credits for all diplomas

CROP MANAGEMENT *7113 (CROP MAN)*
Crop Management will provide an understanding of plant nutrient requirements and how to provide for those needs to achieve efficient crop production through classroom and lab-based instruction. Students will understand proper fertilizer materials, application methods and techniques. Instruction on soil analysis by demonstrating proper soil testing techniques which will be used to create fertility plans for 223 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025 proposed crops. Integrated pest management and the evaluation of various pest controls with minimal impact on the environment will also be an emphasis of the course.
• Recommended Grade(s): 10, 11, 12
• Required Prerequisites: Principles of Agriculture
• Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resource
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective credits for all diplomas
• Counts as a science credit

PRECISION AGRICULTURE CAPSTONE *7236 (PREC AG CAP)*
The Precision Agriculture Capstone course builds upon the knowledge and skills developed in the Principles, Precision Agriculture and Crop Management by developing advanced skills that students can apply to the field. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.
• Recommended Grade: 12
• Required Prerequisites: Principles of Agriculture; Precision Agriculture; Crop Management
• Recommended Prerequisites: none

• Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits max
• Counts as a directed elective or elective credits for all diplomas

SUPERVISED AGRICULTURAL EXPERIENCE *5228 (SAE)*
Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory and training site to real-- life situations. Students work closely with their agricultural science and business teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated.
• Recommended Grade Levels: 9-12
• Recommended Prerequisite: Introduction to Agriculture, Food, and Natural Resources
• LHS Offers SAE as a Summer Course Only
• Credits: 1 credit per summer
• Curriculum content and standards should not be duplicated when this course is taken for multiple semesters
• Counts as a directed elective or elective all diplomas

BUSINESS COURSE OFFERINGS

PRINCIPLES OF BUSINESS MANAGEMENT *4562 (BUS MGMT)*
Principles of Business Management examines business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision-making. Attention will be given to developing business communication, problem solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software.
• Recommended Grade Level: 9, 10, 11, 12
• Recommended Prerequisites: None
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective credit for all diplomas

MARKETING FUNDAMENTALS *5914 (MRKT FUND)*
Marketing Fundamentals provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-- information management, pricing, and product/service management.
• Recommended Grade Level: Grade 10-12
• Required Prerequisites: Principles of Business Management
• Recommended Prerequisites: None
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a directed elective or elective for all diplomas
• **This course is dual credit with the Ivy Tech, Indianapolis campus and has testing requirements in order to earn the dual credit. See school counselor with questions.**

ACCOUNTING FUNDAMENTALS *4524 (ACC FUND)*
Accounting Fundamentals introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making.
• Recommended Grade Level: Grade 10-12
• Required Prerequisites: Principles of Business Management
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credit
• Counts as a directed elective or elective for all diplomas

ADVANCED ACCOUNTING *4522 (ACC)*
Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting covered in Introduction to Accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making. Students are required to take Accounting Fundamentals prior to enrollment in this course.
• Recommended Grade Level: Grade 11-12

• Required Prerequisites: Accounting Fundamentals
• LHS Recommended Prerequisites: Algebra II
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a directed elective or elective for all diplomas
• Qualifies as a quantitative reasoning course

FINANCE AND INVESTMENT *5258 (FIN INVEST)*
Finance and Investments addresses the need of schools in areas that have workforce demand in the finance industry. It analyzes and synthesizes high-level skills needed for a multitude of careers in the banking and investment industry. Students learn banking, investments, and other finance fundamentals and applications related to financial institutions, business and personal financial services, investment and securities, risk management products, and corporate finance.
• Recommended Grade(s): 11, 12
• Required Prerequisites: Principles of Business Management; Personal Finance and Banking or Accounting Fundamentals
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective for all diplomas

STRATEGIC MARKETING *5918 (STRT MRKT)*
Strategic Marketing builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology, and economics. The relationship between consumer behavior and marketing activities will be reviewed.
• Recommended Grade(s): 10, 11, 12
• Required Prerequisites: Principles of Business Management; Marketing Fundamentals
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1-2 credits per semester, 4 credits maximum
• Counts as a directed elective or elective for all diplomas

ACCOUNTING CAPSTONE *7252 (ACCT CAP)*
The Accounting Capstone course will emphasize Managerial Accounting concepts and Income Tax Accounting for individuals and sole proprietorships. Topics include general versus cost accounting systems, cost behavior, cost-volume profit analysis, budgeting, standard cost systems, responsibility accounting, incremental analysis, and capital investment analysis. Offers an overview of federal and state income tax law for individuals including taxable income, capital gains and losses, adjustments, standard and itemized deductions, tax credits and appropriate tax forms. When offered for multiple credits per semester, the Accounting Capstone may be used to provide students the opportunity to participate in an intensive work-based learning experience and/or to complete additional coursework in using spreadsheets to solve accounting cases and to complete a postsecondary credential from ITCC or VU.
• Recommended Grade(s): 12
• Required Prerequisites: Principles of Business Management; Accounting Fundamentals; Advanced Accounting
• Recommended Prerequisites: none
• 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
• Counts as a quantitative reasoning course

FINANCE AND INVESTMENT CAPSTONE *7265 (FIN CAP)*
The Finance and Investment Capstone course would include content on Credit and Collections, Real Estate, Business Law and possibly Accounting.
• Recommended Grade(s): 12
• Required Prerequisites: Principles of Business Management; Personal Finance and Banking or Accounting Fundamentals; Finance and Investment
• Recommended Prerequisites: none
• 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

BUSINESS MANAGEMENT CAPSTONE *7201 (BUS MGMT CAP)*
The Business Management Capstone is designed to provide any student with the Business Management skills necessary to run their own business or to serve in upper-level management. Students will explore Management Theory, Accounting, and Business Law. The Business Management Capstone can be used with any career pathway except Business Administration. Completion of the course may allow students the opportunity to earn a CT or TC through ITCC.
Recommended Grade(s): 12
• Required Prerequisites: Any CTE Business Concentrator Sequence except Business Administration

• Recommended Prerequisites: none
• 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

ENTREPRENEURSHIP AND NEW VENTURES *5966 (ENT VENT)*
Entrepreneurship and New Ventures introduces entrepreneurship and develops skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and "go to" market strategies will be explored through mini case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software.
• Recommended Grade Level: Grade 11-12
• Required Prerequisites: Any CTE Concentrator Sequence except Entrepreneurship
• Recommended Prerequisites: Earn CTE Concentrator Status in any CTE program or program of study.
• 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
• **This course is dual credit with the Ivy Tech, Indianapolis campus and has testing requirements in order to earn the dual credit. See school counselor with questions.**

PERSONAL FINANCIAL RESPONSIBILITY *4540 (PRS FIN RSP)*
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.
• Recommended Grade Level: Grade 11 - 12
• Recommended Prerequisites: None
• Credits: 1 credit per semester, maximum 1 credit
• Counts as a directed elective or elective for all diplomas
• Qualifies as a quantitative reasoning course

EDUCATION COURSE OFFERINGS

PRINCIPLES OF TEACHING *7161 (PRIN TEACH)*
This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum of 20 hours of classroom observation experience is required for successful completion of this course.
• Recommended Grade(s): 9, 10, 11
• Required Prerequisites: none
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective for all diplomas

CHILD AND ADOLESCENT DEVELOPMENT 7157 (*CHLD ADL DEV)*
Child and Adolescent Development examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture and the media are discussed. Observation experiences up to 20 hours may be required for completion of this course. This course has been approved to be offered for dual credit. Students pursuing this course for dual credit are still required to meet the minimum prerequisites for the course and pass the course with a C or better in order for dual credit to be awarded.
• Recommended Grade(s): 10, 11, 12
• Required Prerequisites: Principles of Teaching
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective for all diploma

TEACHING AND LEARNING *7162 (*TEACH LRN)
Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will introduce the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management.
• Recommended Grade(s): 10, 11, 12
• Required Prerequisites: Principles of Teaching
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective for all diplomas

EDUCATION PROFESSIONS CAPSTONE *7267 (ED PROF CAP)*
The Education Professions Capstone provides an extended opportunity for field experience to further apply concepts that have been presented throughout the pathway. Students will also have the opportunity to explore the topics of exceptional children and literacy development through children's literature. Students will gain a deeper understanding of inclusive teaching techniques along with policies, theories, and laws related to special education. Students interested in pursuing a career in Elementary Education are encouraged to also study the benefits of using children's literature in the classroom. This course may be further developed to include specific content for students interested in pursuing a career in secondary education. The course should include significant classroom observation and assisting experience.
• Recommended Grade(s): 12
• Required Prerequisites: Principles of Teaching; Child and Adolescent Development, Teaching and Learning
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
• Counts as a Directed Elective or Elective for all diploma

HEALTH SCIENCE COURSE OFFERINGS

PRINCIPLES OF HEALTHCARE *7168 (PRIN HLCR)*
Principles of Healthcare content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student's career objectives.
• Recommended Grade (s): 10, 11
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective credit for all diplomas

MEDICAL TERMINOLOGY *5274 (MED TERMS)*
Medical Terminology prepares students with the language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation for a medical vocabulary including; appropriate and accurate meaning, spelling, and pronunciation of medical terms, and abbreviations, signs, and symbols.
• Recommended Grade(s): 11, 12
• LHS Prerequisites: Principles of Healthcare
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a directed elective or elective for all diplomas
• **This course is dual credit with the Ivy Tech, Indianapolis campus and has testing requirements in order to earn the dual credit. See school counselor with questions.**

ANATOMY AND PHYSIOLOGY *5276 (A & P)*
Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, 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.
• Recommended Grade(s): 11, 12
• Recommended Prerequisites: Biology
• LHS Prerequisite: Biology I or Honors Biology with a C or better average

• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a directed elective or elective for all diplomas
• Fulfills a science course requirement for all diplomas
• This course includes dissection in the curriculum

HOSPITALITY & TOURISM COURSE OFFERINGS

PRINCIPLES OF CULINARY AND HOSPITALITY *7173 (PRIN HOSP)*
Principles of Culinary and Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making which affects operation management, products, labor, and revenue. Additionally, this course will help students learn basic principles of sanitation and safety in order to maintain a safe and healthy food service environment. It presents laws and regulations related to safety, fire, and sanitation and how to adhere to them in the food service operation.
• Recommended Grade(s): 9, 10, 11
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective credit for all diplomas

NUTRITION *7171 (FD THRY NUT)*
Nutrition students will learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and 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.
• Recommended Grade(s): 10, 11, 12
• Required Prerequisites: Principles of Culinary and Hospitality
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective for all diplomas
• **This course is dual credit with the Ivy Tech, Indianapolis campus and has testing requirements.**

CULINARY ARTS *7169 (CUL ARTS)*
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 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.
• Recommended Grade(s): 10, 11, 12
• Required Prerequisites: Principles of Culinary and Hospitality
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective for all diplomas

CULINARY ARTS CAPSTONE *7233 (CUL ARTS CAP)*
Culinary Arts Capstone covers the techniques and skills needed in breakfast cookery as well as insight into the pantry department. Various methods of preparation of eggs, pancakes, waffles and cereals will be discussed. Students will receive instruction in salad preparation, salad dressing, hot and cold sandwich preparation, garnishes and appetizers. This course also covers the necessary skills for proper recruiting, staffing, training, and management of employees at various levels. The course will help prepare the student for the transition from employee to supervisor. Additionally, it will help the student evaluate styles of leadership, and develop skills in human relations and personnel management.
• Recommended Grade(s): 12
• Required Prerequisites: Principles of Culinary and Hospitality; Nutrition; Culinary Arts
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semester required, 1-3 credits per semester, 6 credits max
• Counts as a Directed Elective or Elective for all diplomas

ABC PREP ACADEMY I: PRINCIPLES OF CONSTRUCTION TRADES *7130 (PRIN CON TR)*

CONSTRUCTION TRADES COURSE OFFERINGS

Principles of Construction Trades prepares students with the basic skills needed to continue in a construction trade field. Topics will include an introduction to the types and uses for common hand and power tools, learning 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.
• Recommended Grade(s): 9, 10, 11
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective credit for all diplomas

ABC PREP ACADEMY I: CONSTRUCTION TRADES: GENERAL CARPENTRY *7123 (CON TRD GC)*
Construction Trades: General Carpentry builds upon the skills learned in the Principles of Construction Trades and examines the basics of framing. This includes studying the procedures for laying out and constructing floor systems, wall systems, ceiling joist and roof framing, and basic stair layout. Additionally, students will be introduced to building envelope systems.
• Recommended Grade(s): 11, 12
• Required Prerequisites: 7130 Principles of Construction Trades,
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective for all diplomas
• Students must provide their own transportation for this course
• Course is taken concurrently with 7130 Principles of Construction Trades and 7122 Construction Trades: Framing and finishing at ABC Prep Academy

ABC PREP ACADEMY I: CONSTRUCTION TRADES: FRAMING AND FINISHING *7122 (CON TRD FR FIN)*
Construction Trades: Framing and Finishing prepares students with advanced framing skills along with interior and exterior finishing techniques. Topics include roofing applications, thermal and moisture protection, exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation.
• Recommended Grade(s): 11, 12
• Required Prerequisites: 7130 Principles of Construction Trades, 7123 Construction Trades: General Carpentry (enroll concurrently)
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective for all diplomas
• Students must provide their own transportation for this course
• Course is taken concurrently with 7130 Principles of Construction Trades and 7123 Construction Trades: General Carpentry at ABC Prep Academy

ABC PREP ACADEMY II: CONSTRUCTION TRADES CAPSTONE *7242 (CSTR TR CAP)*
The Construction Trades Capstone course covers the basics of electricity and working with concrete. Electrical topics include the National Electric Code, electrical safety, electrical circuits, basic electrical construction drawings, and residential electrical services. Students may also gain an understanding of concrete properties, foundations, slab-on-grades, and vertical and horizontal formwork. The course prepares students for the NCCER Carpentry Forms Level 3 and Electrical Level 1 certificates.
• Recommended Grade(s): 12
• Required Prerequisites: Principles of Construction Trades; Construction Trades: General Carpentry; and Construction Trades: Framing and Finishing
• Recommended Prerequisites: none
• 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
• Course is taken concurrently with 7133 Principles of Plumbing and Pipefitting and 7129 Plumbing and Pipefitting Fundamentals at ABC Prep Academy

ABC PREP ACADEMY II: PRINCIPLES OF PLUMBING AND PIPEFITTING *7133 (PRIN PLB PIPE)*
Principles of Plumbing and Pipefitting covers much of the NCCER Level I curriculum for Plumbing and is a prerequisite to future plumbing courses. Its modules cover topics such as an introduction to the 235 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025 plumbing profession, basic safety, tools used in the plumbing trade, an introduction to plumbing drawings, and all basic skills needed to continue education in the plumbing program.
• Recommended Grade(s): 9, 10, 11
Required Prerequisites: none
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• • ounts as a directed elective or elective for all diplomas

• Course is taken concurrently with 7242 Construction Trades Capstone and 7129 Plumbing and Pipefitting Fundamentals at ABC Prep Academy

ABC PREP ACADEMY II: PLUMBING AND PIPEFITTING FUNDAMENTALS *7129 (PLB PIPE FUN)*
Plumbing and Pipefitting Fundamentals will build on the knowledge and skills developed in the principles course. Students will gain a better understanding of a variety of plumbing materials and fittings. As well as focus on common plumbing installations including piping, drains, fixtures and valves.
• Recommended Grade(s): 12
• Required Prerequisites: Principles of Plumbing and Pipefitting
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective for all diplomas
• Course is taken concurrently with 7242 Construction Trades Capstone and 7133 Principles of Plumbing and Pipefitting at ABC Prep Academy

STEM COURSE OFFERINGS

Principles of Biotechnology *7340 (PRIN BIOTECH)*
Principles of Biotechnology presents an in-depth overview of biotechnology emphasizing basic molecular techniques of manipulating DNA; processes involved in protein purification and analysis; microbial, plant, aquatic, medical and animal biotechnology; regulations and ethics of the biotechnology industry.
• Recommended Grade(s): 9,10,11,12
• Required Prerequisites: none
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective for all diplomas

Biotech Manufacturing *7341(BIOTECH MANF)*
Biotech Manufacturing introduces students to the basics of design and manufacturing within the biotechnology industry, gaining an understanding of the work environment. Students will learn a brief history of the Food and Drug Administration, then will learn how the practices set forth by the FDA control the work environment and the behavior of workers in the field. This course prepares students for the most basic entry level position in this regulated industry.
• Recommended Grade(s): 10, 11, 12
• Required Prerequisites: Principles of Biotechnology
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective for all diplomas

Biotech Regulatory Affairs *7342 (BIOTECH REG AFF)*
Biotech Regulatory Affairs provides an entry level introduction to the laws and regulations that govern the development, marketing and commercial distribution of drugs, biological and medical device products and how they relate to the pharmaceutical, biotechnology and medical device industry. This course is intended to provide individuals with a greater understanding of regulatory affairs, specifically providing an understanding of how their actions are controlled by regulations and how to interact with FDA or global regulatory agencies.
• Recommended Grade(s): 10, 11, 12
• Required Prerequisites: Principles of Biotechnology
• Recommended Prerequisites: none
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
• Counts as a directed elective or elective for all diplomas

Biotechnology Capstone *7344 (BIOTECH CAP)*
The Biotechnology Capstone course focuses on safety, quality, and manufacturing practices for Biotechnical manufacturing careers. The course can be customized to provide a focus on pharmaceutical manufacturing. Capstone content can be combined with outside experiences and credits can be applied to the Medical Device Quality CT, Biopharmaceutical Manufacturing CT and the Biotechnology AAS (the degree requires Biology, but not the chemistry) at Ivy Tech. Students should have completed a college level Biology or Chemistry course prior to enrolling in the capstone course.
• Recommended Grade(s): 12
• Required Prerequisites: Principles of Biotechnology; Biotech Manufacturing; Advanced Biotech Manufacturing or Biotech Regulatory Affairs
• Recommended Prerequisites: none

• 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
• Students enrolled in this pathway should complete a college level Biology or Chemistry course prior to enrolling in this course

ENGINEERING AND TECHNOLOGY EDUCATION COURSES

INTRODUCTION TO ENGINEERING DESIGN *4802 (IED)*
Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students advance from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented. NOTE: This course aligns with the PLTW Introduction to Engineering Design curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network.
• Recommended Grade Level: Grade 9-10
• Recommended Prerequisites: Strong math skills; enrolled in Algebra I math or higher
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a directed elective or elective credit for all diplomas
• **This course is dual credit with the Ivy Tech, Indianapolis campus and has no testing requirements.**
• **This course fulfills the box 2 requirement, project-based learning, for Graduation Pathways.**

PRINCIPLES OF ENGINEERING *5644 (POE)*
Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems. NOTE: This course aligns with the PLTW Principles of Engineering curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network.
• Recommended Grade Level: Grade 10-11
• Required Prerequisite: Introduction to Engineering Design with a C average
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a directed elective or elective credit for all diplomas
• Qualifies as a quantitative reasoning course
• **This course is dual credit with the Ivy Tech, Indianapolis campus and has no testing requirements.**
• **This course fulfills the box 2 requirement, project-based learning, for Graduation Pathways.**

CIVIL ENGINEERING AND ARCHITECTURE *5650 (CEA)*
Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design. NOTE: This course aligns with the PLTW Civil Engineering and Architecture curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network.
• Recommended Grade Level: Grade 11-12
• Required Prerequisites: Introduction to Engineering Design, Principles of Engineering with a C average
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a directed elective or elective credit for all diplomas
• Qualifies as a quantitative reasoning course
• **This course is dual credit with the Ivy Tech, Indianapolis campus and has no testing requirements.**

ENGINEERING DESIGN AND DEVELOPMENT *5698(EDD)*
Engineering Design and Development is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a

design process are used to guide the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous pre-engineering courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in critical thinking and problem--solving skills, time management and teamwork skills, a valuable set for students' future careers. NOTE: This course aligns with the PLTW Engineering Design and Development curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network.
• Recommended Grade Level: Grade 12
• Required Prerequisites: Introduction to Engineering Design, Principles of Engineering Design, and one pre-engineering specialty course with a C average
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a directed elective or elective credit for all diplomas
• Qualifies as a quantitative reasoning course

WORK BASED LEARNING CAPSTONE

WORK BASED LEARNING CAPSTONE *5974(WBL)*
Work-based Learning Capstone is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. Work-based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Related Instruction shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway; and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies.
• Recommended Grade: 12
• Required Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. A student's worksite placement must align to the student pathway.
• Recommended Prerequisites: none
• Credits: 1 semester course, 1-3 credits per semester, 6 credits maximum
• A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction.
• Counts as a directed elective or elective for all diplomas
• Students must provide their own transportation for this course

WORK BASED LEARNING CAPSTONE: CADET TEACHING *5974 (WBL-CT)*
Work-based Learning Capstone: Cadet Teaching is a stand-alone course that prepares students for college and career. Work-Based Learning: Cadet Teaching provides students organized exploratory teaching experiences in grades kindergarten (K) through grade eight (8). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. A clear partnership agreement and training plan is developed by the student, teacher, and cooperating teacher(s) to guide the student's work-based experiences and assist in evaluating achievement and performance. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.
• Recommended Grade: 12
• Required Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. A student's placement must align to the student pathway.
• Recommended Prerequisites: none
• Credits: 1 semester course, 1-3 credits per semester, 6 credits maximum
• A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction.
• Counts as a directed elective or elective for all diplomas
• **As part of students' enrollment in this course, they have the opportunity to apply for dual credit through Butler University's College of Education during the fall semester. The course, titled ED112 – Introduction to**

Professional Educators (aka "Future Educators"), does require the payment of tuition fees by the student to Butler University. Tuition fees assessed by Butler Bursar for the 2022-23 school year were $65.00 per credit/$195 total cost. Additional information about the option to pursue dual credit will be provided to students enrolled in the course at the beginning of the school year.
• Students must provide their own transportation for this course

ENGLISH COURSE OFFERINGS

ENGLISH AS A NEW LANGUAGE *1012 (ENL)*
English as a New Language, an integrated English course incorporating both the Indiana Academic Standards for English Language Arts and the *WIDA English Language Development (ELD) Standards*, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students. The purpose of the course is to achieve proficiency in listening, speaking, reading, writing and comprehension of Standard English. Students study English vocabulary used in fictional texts and content-- area texts, speak and write English so that they can function within the regular school setting and an English-- speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.
• Recommended Grade Level: The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-- 12.
• Recommended Prerequisites: English proficiency placement test results
• Credits: A two-- semester course, one credit per semester. The nature of this course allows for successive semesters of instruction at advanced levels (up to a maximum of four credits).
• Fulfills an English Language Arts requirement for all diplomas
• World Language credit (2188): If ENL course work addresses *Indiana's Academic Standards for World Languages* and is taken concurrently with another English Language Arts course, up to eight (8) credits accrued may count as World Language credits for the General, Core 40, Core 40 with Academic Honors and Core 40

ENGLISH 9 *1002 (ENG 9)*
English 9, an integrated English course based on the *Indiana Academic Standards for English/Language Arts in Grade 9-10,* is a study of language, literature, composition, and oral communication focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write, responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.
• Recommended Grade Level: Grade 9
• Recommended Prerequisites: None
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills an English/Language Arts requirement for all diplomas

ENGLISH 9 LANGUAGE ARTS LAB *1010 (LANG LAB)*
Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English/Language Arts focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.
• Recommended Grade Level: Grade 9
• Required Prerequisites: None
• LHS Recommendation: Students who have failed a semester of English 9 are eligible to take this second semester supplemental course.
• Credits: 1 credit. This course is offered second semester to deliver instruction for English 9 students who need additional support in any or all aspects of the ELA standards.
• Counts as an elective for all diplomas

HONORS ENGLISH 9 *1002 (ENG 9)*
Honors English 9 differs from English 9 in rigor and expectation. The purpose of the course is to challenge for AP classes and prepare them to continue studies at a post-secondary institution. Additional activities beyond the standards of English 9 description are as follows:
• Recommended Grade Level: Grade 9
• LHS Prerequisites: **Required summer reading;** Two additional novels**;** Additional in-depth analytical writings and projects**;** Comprehensive research**;** Higher level critical analysis in discussion
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits

• Fulfills an English/Language Arts requirement for all diplomas

ENGLISH 10 *1004 (ENG 10)*
English 10, an integrated English course based on the *Indiana Academic Standards for English/Language Arts* in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.
• Recommended Grade Level: Grade 10
• Recommended Prerequisites: English 9 or teacher recommendation
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills an English/Language Arts requirement for all diplomas

HONORS ENGLISH 10*1004 (ENG 10)*
*Honors English 10 (*differs from the English 10 in rigor and expectation. The purpose of the course is to challenge for AP classes and prepare them to continue studies at a postsecondary institution. Additional activities beyond the standards of English I0 description are as follows:
• Recommended Grade Level: Grade 10
• Recommended Prerequisites: English 9 or teacher recommendation
• LHS Prerequisites: Required summer reading; two additional novels; In-depth analytical writings and projects that build on the knowledge of Honors English 9 Comprehensive research; Higher level critical analysis in discussion
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills an English/Language Arts requirement for all diplomas

ENGLISH 11 *1006 (ENG 11)*
English 11, an integrated English course based on the *Indiana Academic Standards for English/Language Arts* in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.
• Recommended Grade Level: Grade 11
• Recommended Prerequisites: English 9 and English 10 or teacher recommendation
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills an English/Language Arts requirement for all diplomas

AP ENGLISH LITERATURE AND COMPOSITION 1058 *(*LIT/COMP AP*)*
(ENGLISH 11 HONORS)
AP English Literature and Composition is an advanced placement course based on content established by the College Board. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.
• Recommended Grade Level: Grades 11
• Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
• LHS Prerequisites: Required summer reading and corresponding work
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills an English/Language Arts requirement for all diplomas

ENGLISH 12 *1008 (ENG 12)*
English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11- 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature

balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.
• Recommended Grade Level: Grade 12
• Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills an English/Language Arts requirement for all diplomas
• **This course fulfills the box 2 requirement, project-based learning, for Graduation Pathways.**

AP ENGLISH LANGUAGE AND COMPOSITION *1056* (*LNG/COMP AP*)
(ENGLISH 12 HONORS)
AP English Language and Composition is an advanced placement course based on content established by the College Board. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from the many disciplines and historical periods. There is no prescribed sequence of study.
• Recommended Grade Level: Grade 12
• Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
• LHS Prerequisites: Required summer reading and corresponding work
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills an English/Language Arts requirement for all diplomas
• **This course fulfills the box 2 requirement, project-based learning, for Graduation Pathways.**

ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT *1124* (*ADV ENG CC*)
English 12 Honors: Fall Indiana University: W131 Elementary Composition
This course prepares students for writing in a variety of college courses. The focus of the course is on writing from multiple sources to analyze an issue and argue a position. Skills include evaluating sources of information, summarizing sources, adopting a thoughtful position, advancing a clear thesis, and supporting one's views with evidence. Prerequisites are three years of high school English.
Students requesting W131 must have a 2.7 un-weighted GPA.
• A writing sample in the spring of junior year will be administered to students who are not currently in English honors requesting the class
• Required summer reading
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• A one semester/one credit high school course
• A three credit hour college course when registered as non-degree student with Indiana University
• Tuition fees are assessed by IU Bursar in the fall of the year after class registration (2020-21 fees were *$25.00* per credit hour)
• **This course fulfills the box 2 requirement, project-based learning, for Graduation Pathways.**

ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT *1124* (*ADV ENG CC*)
English 12 Honors: Spring Indiana University: L202 Literary Interpretation
This course emphasizes a close, thoughtful reading of representative literary texts (poetry, drama, fiction, or non-fiction prose) originally written in English and drawn from a range of historical periods and countries. A major goal is to develop the ability to read and write with precision, responsibility, and imagination through class discussion and the writing of several short, critical responses. Close reading of a few selected texts, rather than wide coverage, is encouraged.
• Prerequisites are three years of high school English. It is required that students have W131 prior to L202
• A one semester/one credit high school course
• A three credit hour college course when registered as non-degree student with Indiana University
• Tuition fees are assessed by IU Bursar in the spring of the year after class registration (2018-19 fees were *$25.00* per credit hour)
• **This course fulfills the box 2 requirement, project-based learning, for Graduation Pathways.**

JOURNALISM AND PUBLICATIONS COURSE OFFERINGS

DIGITAL MEDIA *1084 (DIGITAL MEDIA)*
Digital Media, a course based on the Indiana Academic Standards for English/Language Arts and Media Literacy Standards, is a study of media literacy and production skills. This course examines the impact of informational, narrative, and persuasive media on everyday life. This course will focus on changes in media and includes practice in broadcast journalism, audio/visual storytelling, multimedia storytelling, as well as different platforms such as online and social media. Students will analyze local, national, and global media through the lens of law, ethics, and social responsibility. Students use course content to become knowledgeable consumers and producers of media. Fort he second credit: Students continue to develop media production skills in addition to continuing critical maedia analysis. By the end oft he semester, students write and produce media projects.
• Recommended Grade Level: 9, 10, 11, 12
• Recommended Prerequisites: none
• LHS Required Prerequisites: none
• Credits: 1 or 2 semester course, 1 credit per semester. **Second credit is Advanced** to allow for a successive semester of instruction at an advanced level. English/Language Arts credit (1084): Digital Media course work addresses the Indiana Academic Standards for English/Language Arts, credits accrued can be counted as part of the eight (8) required English/Language Arts credits for all diplomas.
• Counts as an elective for all diplomas

JOURNALISM *1080 (JRNALISM)*
Journalism, a course based on *Indiana's Academic Standards for English/Language Arts*, is a study of news elements, journalism history, First Amendment law, ethics, fact and opinion, copy editing, news, and features as they apply to print and digital media products. It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns and digital media writing forms.
• Recommended Grade Level: Grades 9-12
• Recommended Prerequisites: 2 credits in English Language Arts
• LHS Prerequisite: C average in English
• Credits: 1 credit per semester, maximum 1 credit
• Counts as an elective for all diplomas

STUDENT MEDIA 1086 (STDNT Media): NEWSPAPER (Pennant) or YEARBOOK (Cedars)
Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.
• Recommended Grade Level: 10-12
• Recommended Prerequisites: Application process.
• LHS Prerequisites: B average in English; students selected by application process; required summer assignment expectations, Journalism or Digital Media
• Credits: 1-4 credits. The nature of this course allows for successive semesters of instruction at advanced levels.
• Counts as a directed elective or elective for all diplomas
• Fulfills the fine arts requirement for the Core 40 with Academic Honors
NOTE: This is the designated school newspaper or yearbook course.
• **This course fulfills the box 2 requirement, project-based learning, for Graduation Pathways.**

ENGLISH ELECTIVE OFFERINGS

CREATIVE WRITING *1092 (CREAT WRIT)*
Creative Writing, *a course based on the Indiana Academic Standards for English/Language Arts,* is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. CREATIVE WRITING PROJECT: Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.
• Recommended Grade Level: Grades 11 or 12
• Recommended Prerequisites: English 9, English 10, or teacher recommendation
• LHS Prerequisite: None
• Credits: 1 credit per semester, maximum 1 credit
• Fulfills an English/Language Arts requirement for all diplomas
NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.

DEBATE *1070 (DEBATE)*
Debate, *a course based on the Indiana Academic Standards for English/Language Arts,* is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking). DEBATE PROJECT: Students complete a project, such as a mock debate or trial, participation in a forum, competition, or tournament, or an argument supporting or opposing different sides of a major issue, which demonstrates knowledge, application, and presentation progress in the Debate course content.
• Recommended Grade Level: 10-12
• Recommended Prerequisites: English 9 or teacher recommendation
• LHS Prerequisite: C average or better in English Language Arts
• Credits: 1 credit per semester, maximum 1 credit
• Fulfills an English/Language Arts requirement for all diplomas

FILM LITERATURE *1034 (FILM LIT)*
Film Literature, a course based on the *Indiana Academic Standards for English/Language Arts*, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. FILM LITERATURE PROJECT: Students complete a project, such as doing an historical timeline and bibliography on the development of film or the creation of a short-- subject film, which demonstrates knowledge, application, and progress in the Film Literature course content.
• Recommended Grade Level: 9-12
• Recommended Prerequisites: English 9, English 10, or teacher recommendation
• LHS Prerequisite: None
• Credits: 1 credit per semester, maximum 1 credit
• Fulfills an English/Language Arts requirement f for all diplomas
NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.

SPEECH *1076 (SPEECH)*
Speech, a course based on the *Indiana Academic Standards for English/Language Arts*, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media 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.
• Recommended Grade Level: Grades 10- 12
• Recommended Prerequisites: None
• Credits: 1 credit per semester, maximum 1 credit
• Fulfills an English/Language Arts requirement for all diplomas

NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.

FINE ARTS COURSE OFFERINGS—PERFORMING ARTS COURSES

THEATRE ARTS (L) *4242 (THTR ARTS)*
Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.
• Recommended Grade Level: 10-12
• LHS Prerequisite: None
• Credits: 1 credit per semester, maximum 1 credit
• Laboratory course
• Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

ADVANCED CONCERT BAND (L) *4170 (ADV BAND): WIND ENSEMBLE*
Advanced Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
• Recommended Grade Level: 10-12
• LHS Prerequisites: LHS Band Entrance Exam (3 Parts note identification, basic rhythm reading, performance test); Audition (limited enrollment)
• Laboratory course
• Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

INSTRUMENTAL ENSEMBLE (L) *4162 (INSTR ENS): PERCUSSION ENSEMBLE BAND*
Instrumental Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo 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.
• Recommended Grade Level: 9-12
• LHS Prerequisites: LHS Band Entrance Exam (3 Parts note identification, basic rhythm reading, performance test)
• Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Laboratory course
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

INTERMEDIATE CONCERT BAND (L) *4168 (INT BAND): CONCERT BAND*
Intermediate Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of

literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
• Recommended Grade Level: 9-12
• LHS Prerequisites: LHS Band Entrance Exam (3 Parts: note identification, basic rhythm reading, and performance test)
• Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Laboratory course
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

JAZZ ENSEMBLE (L) *4164 (JAZZ ENS) BAND*
Jazz Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.
• Recommended Grade Level: 10-12
• LHS Prerequisites: LHS Band Entrance Exam (3 Parts: note identification, basic rhythm reading, performance test); Audition (limited enrollment); Must be concurrently enrolled in Int. Concert Band, Advanced Wind Ensemble or Percussion Ensemble unless given special permission by band instructor.
• Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Laboratory course
• Fulfills requirement for 1 of 2 fine arts credits for the Core 40 with Academic Honors diploma if students are enrolled in another band or orchestra course
• Counts as a directed elective or elective for all diplomas

DANCE PERFORMANCE: BALLET, MODERN, JAZZ, OR ETHNIC-FOLK (L) *4146* (DNC PERF)
Dance Performance is based on the Indiana Academic Standards for Dance. Sequential and systematic learning experiences are provided in the specific genre offered, whether it is Ballet, Modern, Jazz, or Ethnic-Folk. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. The performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. They also become aware of the career opportunities in dance.
• Recommended Grade: 9, 10, 11,12
• LHS Prerequisites: Students participating in this course are members of Tigerettes.
• Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided defined proficiencies and content standards are utilized.
• Counts as a directed elective or elective for all diplomas
• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
• A non-licensed dance instructor may be contracted to provide instruction with a licensed Fine Arts teacher serving as the teacher of record
• Laboratory course

ADVANCED CHORUS (L) *4188 (ADV CHOR): CONCERT CHOIR*
Advanced Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal

and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
• Recommended Grade Level: 10-12 by audition
• Recommended Prerequisites: Beginning Chorus and Intermediate Chorus
• Laboratory course
• Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

BEGINNING CHORUS (L) *4182 (BEG CHOR)*
Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
• Recommended Grade Level: 9-12
• Prerequisite: None
• Laboratory course
• Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

CHORAL CHAMBER ENSEMBLE (L) *4180 (CHRL ENSEM): MADRIGALS*
Choral Chamber Ensemble is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
• Recommended Grade Level: 10-12 by audition
• LHS Prerequisite: Students must participate in another vocal ensemble the opposite semester
• Laboratory course
• Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

INTERMEDIATE CHORUS (L) *4186 (INT CHOR): CHORALAIRS*
Intermediate Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
• Recommended Grade Level: 10-12 by audition
• Recommended Prerequisites: Beginning Chorus
• Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Laboratory course
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

VOCAL JAZZ (L) *4184 (VOC JAZZ): CHARISMA*
Vocal Jazz is based on the Indiana Academic Standards for High School Choral Music. Students in this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of vocal jazz. Instruction includes the study of the history and formative and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.
• Recommended Grade Level: 9-12 by audition
• LHS Prerequisite: Students must participate in another vocal ensemble the opposite semester
• Credits: a 1-semester course for 1 credit.
• Laboratory course
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

MUSIC HISTORY AND APPRECIATION *4206 (MUS HIST)*
Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.
• Recommended Grade Level: 9-12
• Credits: 1 credit per semester, maximum 1 credit
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

PIANO AND ELECTRONIC KEYBOARD (L) *4204 (PIANO KEY)*
Piano and Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-- read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.
• Recommended Grade Level: 9-12
• This course has a limited seat capacity of 16 per class. If the demand if high, priority will be given to upperclassmen and then move downward from there.
• Credits: 1 credit per semester, maximum 1 credit
• Laboratory course
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

ADVANCED PIANO AND ELECTRONIC KEYBOARD (L) *4204 (ADV PIANO KEY)*
Advanced Piano and Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-- read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.
• Recommended Grade Level: 9-12
• Required Prerequisite: A grade of C- or better in Piano and Electronic Keyboarding
• This course has a limited seat capacity of 16 per class. If the demand if high, priority will be given to upperclassmen and then move downward from there.
• Credits: 1 credit per semester, maximum 1 credit
• Laboratory course
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

FINE ARTS COURSE OFFERINGS—VISUAL ARTS COURSES

ADVANCED THREE-DIMENSIONAL ART (L) *4006 (ADV 3D ART)*
Advanced Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-- dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.
• Recommended Grade Level: 10-12
• Recommended Prerequisites: Introduction to Two-- Dimensional Art (L), Introduction to Three-- Dimensional Art (L)
• LHS Prerequisites: Introduction to Three Dimensional Art (L) with a passing grade; for each additional advanced level, passing grade is required in the preceding course
• Credits: a 1-- semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Laboratory course
• Counts as a directed elective or elective for all diplomas

ADVANCED TWO-DIMENSIONAL ART (L) *4004 (ADV 2D ART)*
Advanced Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.
• Recommended Grade Level: 10-12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
• LHS Prerequisites: Introduction to Two Dimensional Art (L) with a passing grade; for each additional advanced level, passing grade is required in the preceding course
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Laboratory course
• Credits: a 1-- semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Counts as a directed elective or elective for all diplomas

DIGITAL DESIGN (L) I AND II *4082 (DIG DESIGN)*
Digital Design is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multi-media, digitized imagery, computer animation, and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-- related careers.
• Recommended Grade Level: 10-12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
• Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Laboratory course
• Counts as a directed elective or elective for all diplomas

DIGITAL DESIGN III AND IV *4082 (DIG DESIGN)*
Digital Design is a course based on the Indiana Academic Standards for Visual Art. Students in Digital Design III/IV will expand on previously learned programs and skills as they create higher end computer images and animations. Skills in digitized imagery, animation, multimedia communication, desktop publishing, and web page design will be reinforced and improved upon. Students will engage in experiences that encompass art history, art appreciation, aft criticism, aesthetics

and production. Works produced in this course will lead to the creation of portfolio quality work including: (1) Fine Art, (2) Commissioned Art, (3) Advanced Animation, (4) Interactive Web Design, and (5) Individualized Final Project.
• Recommended Grade Levels: 11-12
• Prerequisites: Digital Design I and II with a C average or written permission from the Digital Design teacher
• Laboratory course
• Fulfills requirement for fine arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

DIGITAL DESIGN V AND VI *4082 (DIG DESIGN)*
Students in *Digital Design V & VI* will continue to further their mastery of learned programs and skills as they create a portfolio for post-secondary endeavors. Students are expected to apply subject matter of a more personal interest to previously learned skills and techniques in various aspects of digital art. The student should be self-motivated and disciplined, and be prepared to fulfill course objectives designed by the instructor and the student.
• Recommended Grade Level: 12
• Prerequisites: Digital Design I, II, III, & IV with a C average or written permission from the Digital Design teacher
• Laboratory course
• Fulfills requirement for fine arts credits for Core 40 with Academic Honors diploma
• A two credit/two semester course
• Counts as a directed elective or elective for all diplomas

DRAWING (L) *4060 (DRAWING)*
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.
• Recommended Grade Level: 11-12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
• LHS Prerequisites: Introduction to Two Dimensional Art (L) and Advanced 2D with a C- or higher
• Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Laboratory course
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

INTRODUCTION TO THREE-DIMENSIONAL ART (L) *4002 (3D ART)*
Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.
• Recommended Grade Level: 9-12
• Credits: a 1-semester course for 1 credit
• Laboratory course
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

INTRODUCTION TO TWO-DIMENSIONAL ART (L) *4000 (2D ART)*
Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.
• Recommended Grade Level: 9-12
• Credits: a 1-semester course for 1 credit

• Laboratory course
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

PAINTING (L) *4064 (PAINTING)*
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.
• Recommended Grade Level: 11-12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
• LHS Prerequisites: Introduction to Two-Dimensional Art (L) and Advanced 2D with a C- or higher
• Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Laboratory course
• Fulfills requirement for 1 of 2 fine arts credits for Core 40 with Academic Honors diploma
• Counts as a directed elective or elective for all diplomas

AP STUDIO ART: 2-D DESIGN 4050 *(ART 2D AP)*
AP Studio Art 2D Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: Two- Dimensional Design, Three-Dimensional Design, and Drawing. 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.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: Intro to 2-D Art with a B- or above; Digital Design I/II with a B- or above or by teacher recommendation.
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 1 credit per semester
• Counts as a directed elective or elective for all diplomas
• Fulfills the fine arts requirement for the Core 40 with Academic Honors diploma

DIPLOMA REQUIRED HEALTH & PE COURSES

HEALTH & WELLNESS EDUCATION *3506 (HLTH&WELL)*
Health & Wellness, a course based on *Indiana's Academic Standards for Health & Wellness*, provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal- setting skills, health-enhancing behaviors, and health and wellness advocacy skills.
• Recommended Grade Level: 9 – 12
• Credits: 1 credit, 1 semester course
• Fulfills the Health & Wellness requirement for all diplomas

PHYSICAL EDUCATION I (L) *3542 (PHYS ED)*
Physical Education I 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; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.
• Recommended Grade Level: 9 – 12
• Recommended Prerequisites: Grade 8 Physical Education
• Credits: 1 credit per semester, maximum of 1 credit
• Fulfills part of the Physical Education requirement for all diplomas
• Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
• Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
• As a designated laboratory course, 25% of course time must be spent in activity

PHYSICAL EDUCATION II (L) *3544 (PHYS ED II)*
Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in four of the following that were not in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.
• Recommended Grade Level: 9 – 12
• Recommended Prerequisites: Physical Education I
• Credits: 1 credit per semester, maximum of 1 credit
• Fulfills part of the Physical Education requirement for all diplomas
• Classes are co-- educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
• Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
• As a designated laboratory course, 25% of course time must be spent in activity.

ELECTIVE HEALTH & PE COURSES

ELECTIVE PE: PHYSICAL CONDITIONING *3560 (ELECT PE)*
The immediate purpose of this course is to develop the various qualities that play a part in physical fitness. The program followed in this class is designed to develop muscular strength, explosive power, flexibility, agility, quickness, speed,

muscular endurance and cardiovascular endurance. These will be achieved through both individual physical activities as well as dual sports activities. Students will also have the opportunity to design and develop an appropriate fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance based skill evaluation. Development of the above is necessary to achieve maximum performance in athletic events.
• Recommended Grades: 9-12
• Prerequisites: completion of basic Physical Education I and II
• A one or two semester/one or two credit course
• Counts as an Elective for all diplomas

ELECTIVE PE: ADVANCED PHYSICAL CONDITIONING *3560 (ELECT PE)*
The main purpose of this course is to develop the various muscular qualities, character and leadership qualities needed in athletic competition. The program followed in this class is designed to develop character,
leadership skills, muscular strength, explosive power, flexibility, agility, quickness, speed, muscular endurance and cardiovascular endurance. These will be achieved through both individual physical activities as well as dual sport is activities. Students will also have the opportunity to design and develop an appropriate fitness program that enables them to achieve a desired level of fitness. Ongoing assessment
includes both written and performance based skill evaluation. Development of the above **is** necessary to achieve maximum performance in athletic events.
• Recommended Grade Level: 9-12
• Prerequisites: completion of basic Physical Education I and II
• A one or two semester/one or two credit course
• Highly recommended for all student athletes
• Counts as an elective for all diplomas

ELECTIVE PE: Lifetime Sports *3560 (ELECT PE)*
Elective Physical Education, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.
• Recommended Grade Level: 9-12
• Prerequisite: completion of basic Physical Education I and II
• A one or two semester/one or two credit course
• Counts as an elective for all diplomas

MATHEMATICS COURSE OFFERINGS

ALGEBRA I *2520 (ALG I)*
Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. 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.
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills the Algebra I requirement for all diplomas
• Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

ALGEBRA I LAB *2516* (*ALG I LAB)*
Algebra I Lab is a mathematics support course for Algebra I. Algebra I Lab is taken while students are concurrently enrolled in Algebra I. This course provides students with additional time to build the foundations necessary for high school

math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.
• Recommended Grade: 9, 10, 11, 12
• Required Prerequisites: none
• Recommended Prerequisites: none
• 2 semester course, 1 credit per semester
• Fulfills a mathematics course requirement for the General Diploma only or as an elective for all diplomas
• Algebra I Lab is designed as a support course for Algebra I. As such, a student taking Algebra I Lab must also be enrolled in Algebra I during the same academic year.

ALGEBRA II *2522 (ALG II)*
Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of 5 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
• Recommended Prerequisite: Algebra I, Geometry
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills the Algebra II requirement for all diplomas

ALGEBRA II (HONORS) *2522 (ALG II)*
This course will give students a formal mathematical approach along with the applications. In addition to the topics listed in Algebra II, students may study matrices, transformations on graphs, conics and sequences. Projects and writing will be included in this course.
• LHS Prerequisite: B or better in Geometry (C or better in Honors Geometry), B or better in Algebra I.
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills the Algebra II math requirement for all diplomas

FINITE MATHEMATICS *2530 (FINITE)*
Finite Mathematics 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. Finite Math is made up of five strands: Sets, Matrices, Networks, Optimization, and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
• Recommended Grade Level: 11-12
• Recommended Prerequisites: Algebra II or Integrated Mathematics III
• Credits: 1 credit per semester, maximum 1 credit
• Fulfills math credit requirement for all diplomas

AP CALCULUS AB *2562 (CALC AB AP)*
AP Calculus AB is a course based on content established by the College Board. AP Calculus AB is equivalent to first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.
A TI-84 graphing calculator is required for this class.
• Recommended Grade Level: Grades 11 or 12
• Recommended Prerequisite: Pre-Calculus
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a mathematics course for all diplomas

• Qualifies as a quantitative reasoning course

AP CALCULUS BC *2572 (CALC BC AP)*
AP Calculus BC is a course based on content established by the College Board. AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AP Calculus AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course beyond that granted for AP Calculus AB.
A TI-84 graphing calculator is required for this class.
• Recommended Grade Level: Grades 11 or 12
• Recommended Prerequisite: Pre- Calculus
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a mathematics course for all diplomas
• Qualifies as a quantitative reasoning course

COLLEGE AND CAREER (CCR) BRIDGE: MATH READY *2514*
The *CCR Bridge: Math Ready* course will include and reinforce the Algebra I, Geometry, Algebra II and Statistics skills necessary to be ready for an entry-level college math course. This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking skills in order to apply math skills, functions and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements for college entry. The content of this course is designed to enhance students' math skills so that they are ready for college-level math assignments. It is not designed to prepare students for college-level math in STEM majors.
• Recommended Grade Level: 11 or 12
• Recommended Prerequisite: Algebra I, Geometry, and Algebra II
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a mathematics course for all diplomas

GEOMETRY *2532 (GEOM)*
Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Five critical areas comprise the *Geometry* course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three- dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
• Recommended Prerequisite: Algebra I
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills the Geometry requirement for all diplomas

GEOMETRY (HONORS) *2532 (GEOM)*
In addition to the topics listed in Geometry, this course will provide a more formal mathematical approach along with the applications and will have a higher dependence on proofs. In addition to the listed Geometry topics, Honors students may study 3D, history, and transformations
• Prerequisite: B or better in Algebra I
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Fulfills the Geometry requirement for all diplomas
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits

PRE-CALCULUS *2564 (PRECAL)*
Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. 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. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations
• Recommended Prerequisite: Algebra II and Geometry
• Credits: 1 credit per semester, maximum 1 credit
• Counts as a mathematics course for all diplomas

PRE-CALCULUS (HONORS) *2564 (PRECAL)*
Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-- level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-- Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. 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. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
• Recommended Prerequisite: Geometry (Honors) and Algebra II (Honors); Algebra II and Geometry with B- or above
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 1 credit per semester, maximum 1 credit
• Counts as a mathematics course for all diplomas
• **This course is dual credit with the Ivy Tech, Indianapolis campus and has testing requirements in order to earn the dual credit. See school counselor with questions**

PROBABILITY AND STATISTICS *2546 (PROB/STAT)*
Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-- making process. Probability and Statistics are made up of three strands: Data Analysis, Experimental Design, and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations
• Recommended Prerequisite: Algebra II
• Credits: 1 credit per semester, maximum 1 credit
• Counts as a mathematics course for all diplomas

AP STATISTICS *2570 (STAT AP)*
AP Statistics is a course based on content established by the College Board. The *AP Statistics* course is equivalent to one-semester, introductory, non-calculus based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the *AP Statistics* course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. The use of graphing calculators and computer software is required.
A TI-84 graphing calculator is required for this class.
• Recommended Grade Level: Grades 10-12
• Recommended Prerequisite: Algebra II
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a mathematics course for all diplomas
• Qualifies as a quantitative reasoning course

TRIGONOMETRY *2566 (TRIG)*
Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common *periodic* functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course.

Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
• Recommended Prerequisite: Algebra II and Geometry
• Credits: 1 credit per semester, maximum 1 credit
• Student should not receive credit for both Trigonometry and Pre-- Calculus/Trigonometry since they cover the same course content during one semester
• Counts as a mathematics course for all diplomas

TRIGONOMETRY (HONORS) *2566 (TRIG)*
Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common *periodic* functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
• Recommended Prerequisite: Geometry (Honors) and Algebra II (Honors); Algebra II and Geometry with B- or above
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 1 credit per semester, maximum 1 credit
• Student should not receive credit for both Trigonometry and Pre-- Calculus/Trigonometry since they cover the same course content during one semester
• Counts as a mathematics course for all diplomas
• **This course is dual credit with the Ivy Tech, Indianapolis campus and has testing requirements in order to earn the dual credit. See school counselor with questions.**

ADVANCED MATHEMATICS, COLLEGE CREDIT *(2544 ADV MTH CC)*
Advanced Mathematics, College Credit is a title covering any advanced mathematics course (beyond Algebra II) that is offered for credit by an accredited post-secondary institution and is not a course offered in the Indiana State Approved Course Titles and Descriptions.
This course will provide Indiana University College Credit for Calculus I (M211) for first year Calculus students. Second year Calculus Students will receive Indiana University Credit for Calculus II (M212). The courses will be taught separately.
• Recommended Grade Level: Grades 11 or 12
• Recommended Prerequisite: Algebra II or Integrated Mathematics III
• LHS Prerequisite: Pre-Calc/Trig
• Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
• Counts as a Mathematics Course for all diplomas
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Actual course title and university name may be appended to the end of the course title eon the student transcript.
• Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in high school.
• Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination; and taught by higher education faculty.
• Tuition fees are assessed by IU Bursar in the fall of the year after class registration (2020-21 fees were *$25.00* per credit hour)

SCIENCE COURSE OFFERINGS

BIOLOGY I (L) *3024 (BIO I)*
Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.
• Recommended Grade(s): 9, 10, 11, 12
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills the life science requirement for all diplomas

HONORS BIOLOGY I (L)
Honors Biology I (L) is a course based on regular laboratory and field investigations that include an exploration of the structures and functions of living organisms and their interactions with the environment at a minimum, students enrolled in Biology I explore the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students work with the concepts, principles and theories of the living environment. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history and development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and societal issues. In addition to fulfilling the requirements of Biology I, the honors course will be based upon critical thinking activities, experimentation, and individual research. This class will cover all aspects of Biology I; however, the curriculum will be enriched with a more in-depth study of current topics or presentations of additional topics not usually found in the regular classroom. The course will move at a rigorous pace. Topics will be discussed assuming students have already read and worked through the-basic concepts, so an advanced conversation can occur in class. Emphasis will be placed on Real World Application of biological concepts and ideas. Much class time is devoted to laboratory work. Students will complete a quarterly independent research project that relates to one of the core themes of Biology. Students will be required to use scientific journals and other appropriate means to support their learning.
• Recommended Grade(s): 9, 10, 11, 12
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills the Biology requirement for all diplomas

BIOLOGY II (L) *3026 (BIO II)*
Biology II is an advanced laboratory, field, and literature investigations-- based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences. LHS *Biology II* will survey the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology will be investigated. Comparative studies may be addressed during laboratory observations and dissections. *Biology II* first semester will focus on zoology while second semester will concentrate on forensic techniques and will include a crime scene project.
• Recommended Grade(s): 10, 11, 12
• Recommended Prerequisite: Biology I
• LHS Prerequisite: Biology I (or Honors Biology I) with a C- or better
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as life science course for all diplomas
• This course includes dissection in the curriculum

AP BIOLOGY (L) *3020 (BIO AP)*
AP Biology is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties.
• Recommended Grade Level: 10-12
• Recommended Prerequisite: Biology I and Chemistry I
• LHS Prerequisite: Biology I (or Honors Biology I) with a C- or better and Chemistry I (or Honors Chemistry) with a B or better. Can enroll in this course as a 10th grader only if taking concurrently with Honors Chemistry.
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a science course for all diplomas
• Qualifies as a quantitative reasoning course

CHEMISTRY I (L) *3064 (CHEM I)*
Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.
• Recommended Grade Level: 10-12

• Recommended Prerequisite: Algebra I with a C- or better
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills the requirement for physical science for all diplomas
• Qualifies as a quantitative reasoning course

HONORS CHEMISTRY I (L)
Honors Chemistry I (L) is a course based on regular laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. All students expecting to take AP Chemistry in high school should take this course. Topics covered include matter and energy, atomic structure, bonding, periodic table, mathematics of chemistry, kinetics and equilibrium, acid-base theories and organic chemistry.
• Recommended Grade Level: 10-12
• Prerequisite: Algebra I and Honors Biology with B or better, or Biology I with an A
• LHS Prerequisite for 2nd semester: C- or better in 1st semester Honors Chemistry
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills a Chemistry I requirement for all diplomas
• Qualifies as a quantitative reasoning course

AP CHEMISTRY (L) *3060 (CHEM AP)*
AP Chemistry is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.
• Recommended Grade Level: 11-12
• Recommended Prerequisite: Chemistry I, Algebra II, Pre-Calculus/Trigonometry
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a science course for all diplomas
• Qualifies as a quantitative reasoning course

AP COMPUTER SCIENCE PRINCIPLES *4568* (*CSP AP)*
The *AP Computer Science Principles* course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.
• Recommended Grade: 10, 11, 12
• Required Prerequisites: none
• Recommended Prerequisites: Algebra I
• Credits: 2 semester course, 1 credit per semester. Max 2 credits
• Fulfills a science course requirement for all diplomas
• Qualifies as a quantitative reasoning course

AP COMPUTER SCIENCE A *4570 (COMP SCI AP)*
AP Computer Science A is a course based on the content established by the College Board. *AP Computer Science A* is equivalent to a first semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The curriculum for *AP Computer Science* A is compatible with many CS1 courses in colleges and universities. The course provides students an alternative to taking pre-- calculus or calculus to fulfill the four-- year math requirement for graduation.
• Recommended Grade Level: Grades 11 or 12
• Recommended Prerequisites: Algebra I, Geometry, and Algebra II and a C or better in Computer Science I
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as an elective for all diplomas
• May fulfill a part of the science requirement for all diplomas
• Qualifies as a quantitative reasoning course

ENVIRONMENTAL SCIENCE (L) *3010 (ENVSCI)*
Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct 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.
• Recommended Grade(s): 11, 12
• Recommended Prerequisite: Two credits in Core 40 and AHD science coursework
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills the life science requirement for all diplomas

AP ENVIRONMENTAL SCIENCE (L) *3012* (ENVSCI AP)
AP Environmental Science 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.
• Recommended Grade(s): 10, 11, 12
• Recommended Prerequisite: Biology and Chemistry
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a science course for all diplomas
• Qualifies as a quantitative reasoning course

INTEGRATED CHEMISTRY-PHYSICS (L) *3108 (ICP)*
Integrated Chemistry-Physics is a course focused 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 should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.
• Recommended Grade(s): 10, 11, 12
• Recommended Prerequisite: Algebra I (may be taken concurrently with this course)
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills the physical science requirement for all diplomas
• Qualifies as a quantitative reasoning course

HONORS PHYSICS I (L) *3084 (PHYS I)*
Honors Physics I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Physics topics. Disciplinary Core Ideas for this course include Forces and Interactions, Energy, Wave Properties, and Electromagnetic Radiation. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.
• Recommended Grade: 10-11
• Required Prerequisites: none
• Recommended Prerequisites: Algebra I or Algebra II
• Credits: 2 semester course, 1 credit per semester
• Counts as an elective for all diplomas
• Fulfills a science (physical) course requirement

AP PHYSICS 1: ALGEBRA-BASED (L) *3080 (PHYS 1 AP)*
AP Physics 1: Algebra-- based on the content established by the College Board. *AP Physics 1: Algebra-- based* 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.
• Recommended Grade Level: 10-12
• Recommended Prerequisite: Algebra I or Integrated Mathematics I
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Counts as a science course for all diplomas
• Qualifies as a quantitative reasoning course

SOCIAL STUDIES COURSE OFFERINGS

ECONOMICS *1514 (ECON)*
Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students 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.
• Recommended Grade Level: Grade 12
• Recommended Prerequisites: None
• Credits: 1 credit per semester, maximum 1 credit
• Fulfills the economics requirement for all diplomas
• Qualifies as a quantitative reasoning course

AP MICROECONOMICS *1566 (MICRO-ECON)*
AP Microeconomics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision- makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; the Nature and Functions of Product Markets; Factor Markets; and Market Failure and the Role of Government.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
• Credits: 1 to 2 semester course, 1 credit per semester
• Fulfills the economics requirement for all diploma types
• Qualifies as a quantitative reasoning course

ETHNIC STUDIES *1516 (ETH STUDIES)*
Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.
• Recommended Grade Level: Grades 10-12
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester
• Counts as an elective for all diplomas

INDIANA STUDIES *1518 (IN STUDIES)*
Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.
• Recommended Grade Level: Grades 9-12
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester
• Counts as an elective for all diplomas

PSYCHOLOGY *1532 (PSYCH)*
Psychology is the scientific study of mental processes and behavior. The 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.
• Recommended Grade Level: 11-12
• Recommended Prerequisites: None
• Credits: 1 credit per semester, maximum 1 credit
• Counts as an elective for all diplomas

AP PSYCHOLOGY *1558 (PSYCH AP)*
AP Psychology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology.
• Recommended Grade: 11, 12
• Required Prerequisites: none
• Recommended Prerequisites: none
• Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
• Credits: 1 to 2 semester course, 1 credit per semester
• Counts as an elective for all diplomas

SOCIOLOGY *1534 (SOCIOLOGY)*
Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.
• Recommended Grade: 11, 12
• Recommended Prerequisites: none
• Credits: 1 semester course, 1 credit per semester
• Counts as an elective for all diplomas

UNITED STATES GOVERNMENT 1540 *(US GOVT)*
United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. 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.
• Recommended Grade Level: Grade 12
• Recommended Prerequisites: None
• Credits: 1 credit per semester, maximum 1 credit
• Fulfills the government requirement for all diplomas

AP UNITED STATES GOVERNMENT AND POLITICS *1560 (US GOVT AP)*
AP United States Government and Politics is a course based on content established by the College Board. AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts

and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Topics include: (1) constitutional underpinnings, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties.
• Recommended Grade Level: Grades 12
• Recommended Prerequisites: None, students should be able to read a college level textbook and write grammatically correct, complete sentences.
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 1 semester course, maximum of 1 credit
• Fulfills the US government requirement for all diplomas

UNITED STATES HISTORY *1542 (US HIST)*
United States History is a two-- semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-- first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.
• Recommended Grade Level: 11-12
• Recommended Prerequisites: None
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills the US history requirement for all diplomas

AP UNITED STATES HISTORY *1562 (US HIST AP)*
AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.
• Recommended Grade Level: 11, 12
• Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences
• Credits: 2 semester course, 1 credit per semester
• Fulfills the US history requirement for all diplomas

WORLD HISTORY AND CIVILIZATION *1548 (WLD HST/CVL)*
World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.
• Recommended Grade Level: 9-10
• Recommended Prerequisites: None
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills a social studies requirement for all diplomas

HONORS WORLD HISTORY *1548 (WLD HST/CVL)*
Honors World History (Honors) is a preparatory course intended to familiarize the student with the AP World History Curriculum. This course will introduce students to a global perspective of the world from 8000 B.C.E. to the 1500 C.E. This course will require students to analyze and evaluate a series of themes and investigate how these themes have changed over time and compare from region to region. This course provides balanced global coverage, with Africa, the Americas, Asia, and Europe all represented. No more than 30% of this course is devoted to European History. The six overarching themes outlined by the College Board AP World History program are as follows:

- The relationship of change and continuity from 8,000 B.C.E. to the present.
- Impact of interaction among and within major societies.
- Impact of technology, economics, and demography on people and the environment.
- Systems of social structure and gender structure.
- Cultural, religious, and intellectual developments.
- Changes in functions and structures of states and in attitudes towards states and political identities, including the emergence of the nation state.

This course will prepare highly motivated students the challenge and opportunity to earn college credit in high school upon successful completion of the AP exam at the end of the sophomore year. The overall purpose of this course is far greater than potential college credit - it is about providing students the opportunity to develop skills and knowledge that will form a foundation for their continuing educational endeavors.

• Recommended Grade Level: 10
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills a social studies requirement for all diplomas

AP WORLD HISTORY MODERN *1612 (WLD HST MAP)*

AP World History Modern students investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

• Recommended Grade: 10
• Recommended Prerequisites: None, students should be able to read a college level textbook and write grammatically correct, complete sentences.
• LHS Pre-requisite: World History or Honors World History
• Students enrolled in this course must maintain a C- or greater to move on to second semester
• Credits: 2 semester course, 1 credit per semester
• Fulfills the geography history of the world/world history and civilization graduation requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

WORLD LANGUAGE COURSE OFFERINGS

FRENCH I *2020 (FREN I)*

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

• Recommended Grade Level: 9-- 12
• LHS Prerequisites: C average in English
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills a world language requirement for the Core 40 with Academic Honors diploma or counts as a directed elective or elective for all diplomas

FRENCH II *2022 (FREN II)*

French II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for French language acquisition by encouraging the use of the language and cultural understanding for self-- directed purposes. This course focuses on comprehension and communication. It encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral

directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of French-- speaking cultures; report on basic family and social practices of the target cultures; and describe contributions from the target cultures. This course further emphasizes making connections across content areas and the application of understanding French language and cultures outside of the classroom.
• Recommended Grade Level: 10-- 12
• LHS Prerequisites: C average in French I
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills a world language requirement for the Core 40 with Academic Honors diploma or counts as a directed elective or elective for all diplomas

FRENCH III *2024 (FREN III)*
French III, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for French language acquisition by facilitating the use of the language and cultural understanding for self-- directed purposes. This course focuses on comprehension and communication. It encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-- created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of French-- speaking cultures through recognition of the interrelations among the practices, products and perspectives of the target cultures; discussion of significant events in the target cultures; and investigation of elements that shape cultural identity in the target cultures. This course further emphasizes making connections across content areas as well the application of understanding French language and cultures outside of the classroom.
• Recommended Grade Level: 11-- 12
• LHS Prerequisites: C average in French II
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills a world language requirement for the Core 40 with Academic Honors diploma or counts as a directed elective or elective for all diplomas
• **This course is dual credit with the Ivy Tech, Indianapolis campus and has testing requirements in order to earn the dual credit. See school counselor with questions.**

FRENCH IV *2026 (FREN IV)*
French IV, a course based on *Indiana's Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of French-- speaking cultures through explaining factors that influence the practices, products, and perspectives of the target cultures; reflecting on cultural practices of the target cultures; and comparing systems of the target cultures and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and cultures with concepts and skills from other content areas. The use and influence of the French language and cultures in the community beyond the classroom is explored through the identification and evaluation of resources intended for native French speakers.
• Recommended Grade Level: 12
• LHS Prerequisites: C average in French III
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills a world language requirement for the Core 40 with Academic Honors diploma or counts as a directed elective or elective for all diplomas

SPANISH I *2120 (SPAN I)*
Spanish I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Spanish language acquisition, and to various aspects of Spanish-- speaking cultures. This course focuses on comprehension and communication. It encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-- speaking cultures; recognize basic routine practices of the target cultures; and recognize and use situation-- appropriate non-- verbal communication. This course further

emphasizes making connections across content areas and the application of understanding Spanish language and cultures outside of the classroom.
• Recommended Grade Level: 9-- 12
• LHS Prerequisites: C average in English
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills a world language requirement for the Core 40 with Academic Honors diploma or counts as a directed elective or elective for all diplomas

SPANISH II *2122 (SPAN II)*
Spanish II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language acquisition by encouraging the use of the language and cultural understanding for self-- directed purposes. This course focuses on comprehension and communication. It encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-- speaking cultures; report on basic family and social practices of the target cultures; and describe contributions from the target cultures. This course further emphasizes making connections across content areas and the application of understanding Spanish language and cultures outside of the classroom.
• Recommended Grade Level: 10-- 12
• LHS Prerequisites: C average in Spanish I
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills a world language requirement for the Core 40 with Academic Honors diploma or counts as a directed elective or elective for all diplomas

SPANISH III *2124 (SPAN III)*
Spanish III, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language acquisition by facilitating the use of the language and cultural understanding for self-- directed purposes. This course focuses on comprehension and communication. It encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-- created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-- speaking cultures through recognition of the interrelations among the practices, products and perspectives of the target cultures; discussion of significant events in the target cultures; and investigation of elements that shape cultural identity in the target cultures. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and cultures outside of the classroom.
• Recommended Grade Level: 11-- 12
• Recommended Prerequisites: C average in Spanish II
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills a world language requirement for the Core 40 with Academic Honors diploma or counts as a directed elective or elective for all diplomas
• **This course is dual credit with the Ivy Tech, Indianapolis campus and has testing requirements in order to earn the dual credit. See school counselor with questions.**

SPANISH IV *2126 (SPAN IV)*
Spanish IV, a course based on *Indiana's Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-- speaking cultures through explaining factors that influence the practices, products, and perspectives of the target cultures; reflecting on cultural practices of the target cultures; and comparing systems of the target cultures and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and cultures with concepts and skills from other content areas. The use and influence of the Spanish language and cultures in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.

• Recommended Grade Level: 12
• Recommended Prerequisites: C average in Spanish III
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills a world language requirement for the Core 40 with Academic Honors diploma or counts as a directed elective or elective for all diplomas

SPANISH V *2128 (SPAN V)*
Spanish V, a course based on *Indiana's Academic Standards for World Languages*, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Spanish-- speaking cultures. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Spanish-- speaking cultures through investigating the origin and impact of significant events and contributions unique to the target cultures, comparing and contrasting elements that shape cultural identity in the target cultures and the student's own culture, and explaining how the target language and cultures have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Spanish speakers.
• Recommended Grade Level: 12
• Recommended Prerequisites: C average in Spanish IV
• Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
• Fulfills a world language requirement for the Core 40 with Academic Honors diploma or counts as a directed elective or elective for all diplomas

SPECIAL SERVICES

SPECIAL SERVICES:
Special Needs is a program designed for students who have an Individual Education Plan (IEP). Students are placed in specific courses to meet their individual needs. These decisions are made and discussed through their Annual Case Reviews (ACR's), which take place on a yearly basis.

Students who are in need of support, will also often select the Resource Class over a General Education Study Hall. The description for this class is as follows:

RESOURCE CLASS:
Resource Class is a non-credit placement for students who have Individual Education Plans and whose case conference committee determined are in need of support in skill development and homework. Placement in this class is a case conference decision. In Resource, students will complete work as assigned by their Teacher of Record to work on building deficits. They will also receive support in completing assignments from general education classes. This class meets for one block every other day.

APPLIED ENGLISH COURSES

APPLIED ENGLISH 9 *1002A (ENG 9)*
Applied English 9 is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability-appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.
• Recommended Grade: 9, 10
• Required Prerequisites: none
• Recommended Prerequisites: none
• Applied Units: 4 units maximum
• Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 10 *1004A (ENG 10)*
Applied English 10 an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis,

comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.
• Recommended Grade: 9, 10
• Required Prerequisites: none
• Recommended Prerequisites: none
• Applied units: 4 units maximum
• Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 11 *1006A (ENG 11)*
Applied English 11, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic High School Course Titles and Descriptions 2022-2023 63 responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access online information. •
• Recommended Grade: 11, 12
• Required Prerequisites: none
• Recommended Prerequisites: none
• Applied units: 4 units maximum
• Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 12 *1008A (ENG 12)*
Applied English 12, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare, and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access online information.
• Recommended Grade: 11, 12
• Required Prerequisites: none
• Recommended Prerequisites: none
• Applied units: 4 units maximum
• Counts as an English/Language Arts Requirement for the Certificate of Completion
• Course may be used for students in 18-22 year-old programming.

APPLIED MATH COURSES

APPLIED ALGEBRA I *2520A (ALG I)*
Applied Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 4 strands: Numbers Sense, Expressions and Computation; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; and Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors.
• Applied Units: 2 units/2 semesters; 1 unit per semester; 4 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED GEOMETRY *2532A (GEOM)*
Applied Geometry formalizes and extends students' geometric experiences from the middle grades. These critical areas comprise the Geometry course: Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three- dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
• Applied Units: 2 units/2 semesters; 1 unit per semester; 4 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED BUSINESS MATH *4512A (BUS MATH)*
Applied Business Math is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of application of money management skills, navigating industry specific technology and apps, establishing and managing budgets, and maintaining inventory for products and other necessary skills that provides the foundation for students interested in careers in business related fields and everyday life. The content includes basic mathematical operations related to accounting, banking and finance, marketing, management, and retail. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.
• Applied Units: 2 units/2 semesters; 1 unit per semester; 4 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED PERSONAL FINANCIAL RESPONSIBILITY *4540A (PRS FIN RSP)*
Applied Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build and apply skills in financial literacy and responsible decision-making. Content includes analyzing personal standards, needs, wants, and goals; identifying sources of income, and navigating technology for money management. A project based approach and applications through authentic settings such as work-based observations, service learning experiences and community-based instruction are appropriate. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged.

APPLIED SCIENCE COURSES

APPLIED BIOLOGY I (L) *3024A (BIO I)*
Applied Biology I is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by the Science and Engineering Practices (SEPS) and cross-cutting concepts.
• Applied Units: 2 units/2 semesters; 1 unit per semester; 4 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED EARTH AND SPACE SCIENCE I (L) *3044A (EAS SCI I)*
Applied Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation and experimentation using the Science and Engineering Practices and cross-cutting concepts.
• Applied Units: 2 units/2 semesters; 1 unit per semester; 4 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED PHYSICAL SCIENCE *3102A (PHYS SCI)*
Applied Physical Science is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related Earth and space science concepts and principles that are related to students' interests and that address everyday problems.
• Applied Units: 2 units/2 semesters; 1 unit per semester; 4 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED SOCIAL STUDIES COURSES

APPLIED ECONOMICS *1504A (ECON)*
Applied Economics investigates the specific economic effect of market forces and government policies on individuals and major institutional groups, such as business and labor, in the economy. Special attention is given to economic concepts and principles used by consumers, producers, and voters. Learning experiences, such as projects, field trips, and computer applications, are strongly encouraged as ways to demonstrate practical applications of economic concepts.
• Applied Units: 1 unit/1 semester; 2 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED CITIZENSHIP and CIVICS *1508A (CITI/CIV)*
Applied Citizenship and Civics is an overview of citizenship roles and responsibilities designed to help students become independent thinkers and conscientious citizens. This course deals with political trends and behavior which citizens consider to be relevant to the most pressing issues of the day. The course provides students experiences that will develop attitudes of citizenship within a democratic society. Topics include: (1) the policymaking process, (2) public participation and policymaking, (3) citizenship rights and responsibilities in a changing society, and (4) the relationship between modern society and government. Study of the local government should be a component of this course.
• Applied Units: 1 unit/1 semester; 2 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED CURRENT PROBLEMS, ISSUES, and EVENTS *1512A (CUR PROBS)*
Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.
• Applied Units: 1 unit/1 semester; 2 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED GEOGRAPHY AND HISTORY OF THE WORLD *1570A (GEO-HIST WLD)*
Applied Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to apply their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of sources, organizing information by creating graphic representations, analyzing information to understand, determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. Students use the knowledge, tools, and skills obtained from this course in order to understand, analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.
• Applied Units: 1 unit/1 semester; 4 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED STATE and LOCAL GOVERNMENT *1536A (STATE GOV'T)*
Applied State and Local Government is the study of the function and organization of state, county, city, town, and township government units. This course also traces the role and influence of political and social institutions on a state's political development. The implications of this development for governmental units should be discussed relative to current political and governmental situations. Field trips, observations, and interviews with state and local leaders should be encouraged whenever possible and content may also focus on school or social communities.
• Applied Units: 1 unit/1 semester; 2 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED UNITED STATES GOVERNMENT *1540A (US GOV'T)*
Applied United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments; the rights and responsibilities of citizens; and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will recognize their own impact, the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.
• Applied Units: 1 unit/1 semester; 2 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED UNITED STATES HISTORY *1542A (US HIST)*
Applied United States History is a course that builds upon concepts of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students trace and analyze chronological periods and examine the significant themes and

concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand specific topics or the cause for changes in the nation over time.
• Applied Units: 2 units/2 semesters; 1 unit per semester; 4 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED PHYSICAL EDUCATION AND HEALTH COURSES

APPLIED PHYSICAL EDUCATION I *3542A (PE I)*
Applied Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.
• Applied Units: 1 unit/1 semester; 2 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED PHYSICAL EDUCATION II *3544A (PE II)*
Applied Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not covered in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.
• Applied Units: 1 unit/1 semester; 2 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED ELECTIVE PHYSICAL EDUCATION *3560 (ELECT PE)*
Applied Elective Physical Education, a course based on selected standards from Indiana is 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.
• Recommended Grade: 9, 10, 11, 12
• Required Prerequisites: none
• Recommended Prerequisites: none
• Applied Units: 8 units maximum
• Counts as an elective for Physical Education for the Certificate of Completion

APPLIED HEALTH & WELLNESS *3506A (HLTH & WELL)*
Applied Health and Wellness, a course based on Indiana's Academic Standards for Health and Wellness and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco- free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.
• Applied Units: 1 unit/1 semester; 2 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED ELECTIVES COURSES

APPLIED ADULT ROLES AND RESPONSIBILITIES *5330A* (*ADULTROLES)*
Applied Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project or community-based approach that utilizes problem solving skills, communication, leadership, self-determination skills, management processes, and fundamentals to college, career and community membership success. Service learning and other authentic applications are strongly recommended.
• Applied Units: 1 unit/1 semester; 2 units maximum
• This course counts as an elective or Employability Requirement for the Certificate of Completion.

APPLIED BASIC SKILLS *0500A (BAS SKLS)*
Applied Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, (9) employability skills, which are essential for high school achievement and post-secondary outcomes. Determination of the skills to be emphasized in this course is based on Indiana's standards and Content Connectors, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations and may be applied using instructional practices related to community-based instruction.
• Applied Units: 1 unit/1 semester; 8 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED CAREER INFORMATION AND EXPLORATION *0522A (CARR INFO)*
Applied Career Information and Exploration provides students with opportunities to learn about themselves including interests, strengths and needed supports while exploring various traditional and nontraditional occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as community- based instruction, internships, mock interviews, and guest speakers. Portfolio and resume development experience and career-related assessments may also be provided to students.
• Applied Units: 1 unit/1 semester; 4 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED DIGITAL APPLICATIONS AND RESPONSIBILITY *4528A (DIG APP)*
Applied Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software and may use highly specialized or individualized technology or software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students may be provided with the opportunity to seek industry-recognized digital literacy certifications.
• Applied Units: 1 unit/1 semester; 2 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED ENVIRONMENTAL STUDIES *0512A (ENV STUDIES)*
Applied Environmental Studies provides students opportunities to utilize several disciplines in examining ecosystems from a variety of human viewpoints. This course fosters an awareness of aesthetics in urban and rural areas and the ecological, economic, social and political interdependence of environmental factors. It introduces students to the knowledge, attitudes, commitments, and skills needed to make decisions and to choose personal actions that will contribute to intelligent resource management. This 130 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025 course also provides students with the skills needed to investigate the ecological effects regarding the uses of: (1) energy, (2) water, (3) air, (4) soils, (5) minerals, (6) wildlife, and (7) other natural resources. Field trips and community investigations provide examples of practical applications of resource management. Topics include: (1) identifying and monitoring the disposal of hazardous wastes, (2) acid rain, (3) land- use practices ranging from wilderness areas to areas under multiple- use management, (4) water and solid waste treatment, (5) transportation systems, (6) human population demands on the land, and (7) the impact of these factors on the quality of life and the culture of the area.
• Applied Units: 2 units maximum
• Counts as an Employability Requirement or elective for all diplomas

APPLIED HUMAN DEVELOPMENT AND WELLNESS *5366 HUMAN DEV*
Applied Human Development and Wellness is valuable for all students as a life foundation and academic enrichment. Course content includes individuals 'physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project or community-based approach that utilizes problem solving skills, communication, leadership, self-determination skills, and management processes is recommended in order to apply and generalize these skills in authentic settings.
• Recommended Grade(s): 9, 10, 11, 12
• Required Prerequisites: none
• Recommended Prerequisites: none
• Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
• Counts as an Employability Requirement or elective for the Certificate of Completion

APPLIED INTERPERSONAL RELATIONSHIPS *5364A (INTRP RLT)*
Applied Interpersonal Relationships is an introductory course that is relevant for students interested in careers that involve interacting with people and for everyday life relationships. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, self-determination, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project or community-based approach is recommended in order to apply these topics of interpersonal relationships. This course provides a foundation for all careers and everyday life relationships that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, the general public, family and friends.
• Applied Units: 1 units/1 semester; 4 units maximum
• Counts as an Employability Requirement or elective for Certificate of Completion

APPLIED PREPARING FOR COLLEGE & CAREERS *5394A (PRE COL)*
Applied Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in- depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.
• Applied Units: 1 unit/1 semester; 2 units maximum
• This course may only be applied toward the Certificate of Completion

APPLIED COMMUNITY SERVICE *0524 (COMM SERV)*
Applied Community Service is a course created by public law IC 20-30-14. Community service allows students in grades nine through twelve (HEA 1629) opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that "relates to a course in which the student is enrolled or intends to enroll."
• Recommended Grade: 11, 12
• Required Prerequisites: none
• Recommended Prerequisites: none
• Applied Units: 2 units maximum
• Counts as an Employability Requirement, Capstone Course or elective for the Certificate of Completion

APPLIED COOPERATIVE EDUCATION *6162A (COOP EDU)*
Applied Cooperative Education is an approach to employment training that spans all career and technical education program areas through school-based instruction and on the job training. Time allocations are a minimum of fifteen hours per week of on-the-job training and approximately five hours per week of school-based instruction, focused on employability skills development. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed.
Recommended Grade: 11 and 12
• Applied Units: 4 units/2 semesters; 2 units per semester; 6 unit`s maximum

• Counts as an Employability Requirement or elective for Certificate of Completion

APPLIED WORK BASED LEARNING CAPSTONE: MULTIPLE PATHWAYS *5974A (WBL MULT)*
Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students' skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.
• Applied Units: 4 units/2 semesters; 2 units per semester; 6 units maximum
• This course may only be applied toward the Certificate of Completion