

# **CRAWFORDSVILLE HIGH SCHOOL**



## **CAREER PLANNING and CURRICULUM GUIDE**

**2025-2026**

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# Building Leadership

## Office Team

Principal.....	Jay Strickland
Assistant Principal.....	Kris Sims
Athletic Director.....	Bryce Barton
Technology Coordinator.....	Sean Gerold
Director of Student Services.....	Madison Smith
Counselor.....	Mary Scheidler
Mental Health Coordinator.....	Jordan Chandler

## Department Chairpersons

Art.....	Mrs. Ajayi
Family & Consumer Sciences/Business.....	Mrs. Totheroh
Language Arts.....	Ms. Bryant
Mathematics.....	Mrs. Fuller
Music.....	Mrs. Swick
Physical Education.....	Mr. Motz
Science.....	Mrs. Veatch
Social Studies.....	Mrs. Rainwater
Special Education.....	Mr. Reynolds
World Language.....	Mrs. Neville

# CREDITS/SCHEDULING

## **Required Course Load**

Students are required to have seven courses in their schedule each semester. Below are the recommended number of minimum credits to stay on track for graduation:

9th Grade: 11 credits  
10th Grade: 22 credits  
11th Grade: 33 credits  
12th Grade: 44 credits

## **Class Schedule Changes**

Students, parents, and counselors work collaboratively to select appropriate courses for students. Course selection sheets will be filled out by students and their parent(s)/guardian(s). Students will meet with their counselor individually to review their selections and to create their schedule for the following year. Course offerings are subject to change based on availability, staffing, and enrollment. Students may request changes to their schedule before they leave for summer break. All schedule change requests must be made in writing on the Schedule Change Request Form and are subject to counselor review and approval.

Approved reasons for a schedule change request may include:

- Missing a class required for graduation
- Adding a class that a student did not previously pass
- Student does not have the required prerequisite
- Changing Career and Technical Education (CTE) pathway
- Diploma type change
- Student has an incomplete schedule
- Teacher recommends a change based upon academic needs
- Error made by the school

Schedules will not be changed for any of the following:

- Teacher preference
- The class being perceived as too difficult
- Requesting to be in another section of the course to be with friends

## **Graduating Early**

A student may apply for early graduation if they have met all minimum requirements for graduation as established by the Board of Education. Students must fill out an Early Graduation Request Form in Student Services and receive approval from their parent(s)/guardian(s) and counselor. For students graduating with the Class of 2029 and beyond, an honors seal is required in order to graduate early.

## **Class Rank Calculation**

A students' cumulative GPA is used to determine class rank. The cumulative GPA includes all courses and credits earned in grades 9 through 12, and also includes any high school credits that were earned while in middle school. Updates to class rank occur at the end of each semester. The senior with the highest GPA at the end of their 7th semester will be designated as the class Valedictorian. The senior with the second highest GPA at the end of their 7th semester will be designated as the class Salutatorian.

## **Course Retakes**

A student may retake a course online ONLY if they (a) failed to earn a D- or higher in a required course; (b) failed to meet the minimum grade requirement for an Indiana Academic or Technical Honors Diploma; or (c) have a scheduling conflict that could affect their graduation plans/progress. All retakes must be approved by the student's counselor.



# NEW INDIANA DIPLOMA

Effective beginning with the class of 2029

<b>ENGLISH</b>	<b>8 CREDITS</b> <ul style="list-style-type: none"><li>• 2 credits: English 9</li><li>• 1 credit: Communications-focused course</li><li>• 5 additional English credits</li></ul>
<b>MATH</b>	<b>7 CREDITS</b> <ul style="list-style-type: none"><li>• 2 credits: Algebra 1</li><li>• 1 credit: Personal Finance</li><li>• 4 additional math credits</li></ul>
<b>SCIENCE, TECHNOLOGY, AND ENGINEERING</b>	<b>7 CREDITS</b> <ul style="list-style-type: none"><li>• 2 credits: Biology 1</li><li>• 1 credit: Computer Science</li><li>• 2 additional science credits</li><li>• 2 STEM-focused credits</li></ul>
<b>SOCIAL STUDIES</b>	<b>5 CREDITS</b> <ul style="list-style-type: none"><li>• 2 credits: US History</li><li>• 1 credit: US Government</li><li>• 2 credits <b>World Perspectives</b> (flexible options including advanced world language or world-focused social studies courses)</li></ul>
<b>PE/HEALTH</b>	<b>2 CREDITS</b> <ul style="list-style-type: none"><li>• 1 credit: Physical Education</li><li>• 1 credit: Health &amp; Wellness</li></ul>
<b>PERSONALIZED ELECTIVES</b>	<b>12 CREDITS</b> <p>Students are encouraged to utilize the new readiness seals to align these personalized electives with their unique goals. Personalized electives can include a variety of courses, such as CTE, Performing or Fine Arts, and World Languages.</p>
<b>COLLEGE &amp; CAREERS</b>	<b>1 CREDIT</b> <ul style="list-style-type: none"><li>• 1 credit: Preparing for College &amp; Careers</li></ul>
<b>TOTAL</b>	<b>42 CREDITS</b>



# BLUEPRINT FOR SUCCESS: READINESS-SEALS

Readiness seals are designed to be permeable, allowing students to update their graduation plan and pivot, if their original interests and goals change. Although seals are optional, students are encouraged to utilize the blueprints below to focus their flexible credits into a connected pathway that aligns with their future goals. Students may earn one or multiple seals. Graduation Pathways requirements will be satisfied through completion of any seal.



ENROLLMENT



EMPLOYMENT



ENLISTMENT &  
SERVICE



## HONORS SEAL

- Complete at least 4 World Language and 6 Social Studies credits
- Complete at least 8 Math credits
  - Algebra I plus Geometry, Algebra II, and Pre-Calculus or any advanced math credits aligned to their course of study
- Complete at least 6 Science credits
  - Biology I plus Chemistry and Physics or any advanced lab science credits aligned to their course of study
- Earn a C or higher in all courses and earn a cumulative B average
- Complete one of the following:
  - Earn 4 credits in AP, IB, or Cambridge courses and take corresponding exams
  - Earn 6 college credits
  - Score a 1250 on the SAT or a 26 on the ACT
- Earn two of the following:
  - At least 3 college credits
  - 2 credits in AP courses and take corresponding exams
  - 2 credits in IB courses and take corresponding exams
  - 2 credits in Cambridge courses and take corresponding exams

- Complete one of the following:
  - A market-driven credential of value\* aligned to a specific occupation
  - 3 courses in a Career and Technology Education (CTE) pathway
  - An approved career preparation experience aligned to Indiana's CSA program, or
  - An approved, locally-created pathway
- Complete 150 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)
- Demonstrate skill development in Communication, Collaboration, and Work Ethic
- Meet attendance goal

- Complete one of the following:
  - Introduction to Public Service course or approved locally-created equivalent
    - Emphasis on developing an awareness of the physical standards and character required for service
  - One year of JROTC in high school
- Achieve a score of 31 on the ASVAB and complete one of the following:
  - All three components of the Career Exploration Program
  - A career exploration tool approved by IDOE
- Meet attendance goal
- Demonstrate skill development in Communication, Collaboration, and Work Ethic
  - Externally verified through a mentorship experience with current military personnel, veterans, or other public safety professionals



## HONORS PLUS SEAL

- Earn the Honors Enrollment Seal, plus:**
- Earn a credential of value\* that may include, for example:
    - Associate degree;
    - Technical Certificate;
    - Indiana College Care;
    - AP Scholar with Distinction;
    - Cambridge AICE Diploma; or
    - IB Diploma
  - Complete at least 75 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)
  - Demonstrate skill development in the following areas: Communication, Collaboration, and Work Ethic

- Earn the Honors Employment Seal, plus:**
- Earn a market-driven credential of value\* that may include, for example:
    - Associate degree;
    - Technical Certificate;
    - Indiana College Care; or
    - Advanced industry certificate
  - Complete additional work-based learning (total of 650 hours in one or more experiences) that may include, for example:
    - Pre-Apprenticeship
    - Modern Youth Apprenticeship
  - Demonstrate skill development in Communication, Collaboration, Work Ethic, and any additional skills determined locally

- Earn the Honors Enlistment Seal, plus:**
- Complete one of the following:
    - Achieve a score of 50 or higher on the ASVAB
    - Enrollment in JROTC at the collegiate level
    - Acceptance to a service academy
  - Demonstrate excellence in leadership through one of the following:
    - Completion of at least 100 hours of public service;
    - Holding a leadership role in a co/extracurricular activity;
    - Completion of two seasons of a team-based physical sport or activity

\*Note: the credential of value levels are currently being determined by business and industry.

# Indiana Department of Education High School Diploma Requirements (Classes of 2026-2028)

## **Mathematics Requirements**

The State Board set the expectations that all students earning a diploma (i.e., any student except for a certificate of completion students) have access to completing *Algebra I* by the end of their freshman year. Students earning a Core 40 Diploma, Core 40 with Academic Honors, or Core 40 with Technical Honors must earn six (6) credits in Mathematics in Grades 9-12.

## **Quantitative Reasoning Courses**

The State Board created a category of courses called “Quantitative Reasoning” courses. These are existing courses that help advance a student’s ability to apply mathematics in real-world situations and contexts. Core 40, Academic Honors, and Technical Honors students will be required to be enrolled in a Mathematics course **OR** a Quantitative Reasoning course each year they are in high school.

### **Advanced Placement**

AP Macroeconomics (1564)  
AP Biology (3020)  
AP Chemistry (3060)

### **Science**

Chemistry I (3064)  
Integrated Chemistry-Physics (3108)

### **Social Studies**

Economics (1514)

### **Career and Technical Education/Work-Based Learning**

Personal Financial Responsibility (4540)

### **Information Technology (IT)**

Principles of Computing (7183)

For the Core 40, Academic Honors (AHD), and Technical Honors (THD) diplomas, students must take a mathematics course or a quantitative reasoning course each year they are enrolled in high school.

# Core 40 Diploma (Classes of 2026-2028)



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

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

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

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

\*\*SAT scores updated September, 2017

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

# Academic and Technical Honors Additional Requirements (Classes of 2026-2028)

## **CORE40** with Academic Honors *(minimum 47 credits)*

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

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

## **CORE40** with Technical Honors *(minimum 47 credits)*

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

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. Pathway designated industry-based certification or credential, or
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following,
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, Level 5.\*\*\*
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass: Algebra 66 , Writing 70, Reading 80.

# Indiana Graduation Pathways

## (Classes of 2026-2028)

<u>Graduation Requirements</u>	<u>Graduation Pathway Options</u>
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements for one of the following diploma types: <ul style="list-style-type: none"> <li>● <b>Core 40</b></li> <li>● <b>Core 40 with Academic Honors</b></li> <li>● <b>Core 40 with Technical Honors</b></li> </ul>
2) Learn and Demonstrate Employability Skills	Learn employability skills standards through locally developed programs. Students must complete <u>one</u> of the following: <ul style="list-style-type: none"> <li>● <b>Project-Based Learning Experience</b> <ul style="list-style-type: none"> <li>○ Completion of a course capstone, research project, or AP Capstone Assessment</li> </ul> </li> <li>● <b>Service-Based Learning Experience</b> <ul style="list-style-type: none"> <li>○ Participation in a meaningful volunteer experience, extracurricular activities, or sports for at least one academic year</li> </ul> </li> <li>● <b>Work-Based Learning Experience</b> <ul style="list-style-type: none"> <li>○ Completion of a course capstone/ internship or employment outside of the school day</li> </ul> </li> </ul>
3) Postsecondary-Ready Competencies	Students must complete one of the following: <ul style="list-style-type: none"> <li>● <b>Honors Diploma:</b> Fulfill all requirements of either the Academic or Technical Honors Diploma OR</li> <li>● <b>ACT:</b> English 18 or Reading 22 <u>AND</u> Math 22 or Science 23</li> <li>● <b>SAT:</b> Reading and Writing 480 and Math 530</li> <li>● <b>State-and Industry-recognized Credential or Certification</b> OR</li> <li>● <b>Career-Technical Education Concentrator:</b> “C” average or higher in required NLPS Concentrator Courses in a state-approved CTE Pathway (Principles, Concentrator A, and Concentrator B)</li> <li>● <b>AP/Dual Credit courses:</b> Must earn a “C” average or higher in at least three courses OR</li> <li>● <b>Locally created pathway</b> that meets the framework form and earns the approval of the State Board of Education</li> </ul>

# Alternate Diploma

Minimum total 40 high school credits/applied units, or a combination of both: 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.

<b>Transition Goals</b>	<b>At least one (1) of the following activities aligned with the student's transition goals:</b>
	<ul style="list-style-type: none"> <li>a. Complete an industry-recognized certification, one year certificate, or state approved alternative.</li> <li>b. Complete a project or work based learning experience, as determined by the case conference committee.</li> <li>c. Earn a work ethic certificate.</li> <li>d. Participate in part-time employment or other work related activities, as determined by the case conference committee.</li> </ul>
<b>English/Language Arts</b>	<b>8 Credits/Applied Units</b>
	Including a balance of literature, composition, vocabulary, and speech or communication.
<b>Mathematics</b>	<b>4 Credits/Applied Units</b>
	Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities, and personal finance. <i>Required to take a mathematics or applied mathematics course each year the student is enrolled in high school.</i>
<b>Science</b>	<b>4 Credits/Applied Units</b>
	Including a balance of physical science, Earth science, life, science, and engineering and technology.
<b>Social Studies</b>	<b>4 Credits/Applied Units</b>
	Including a balance of U.S. history, U.S. government, geography, and economics.
<b>Physical Education I and II</b> <i>Adapted as necessary</i>	<b>2 Credits/Applied Units</b>
<b>Health &amp; Wellness</b>	<b>1 Credit/Applied Unit</b>
<b>Employability</b>	<b>10 Credits/Applied Units</b>
	Including a balance of: <ul style="list-style-type: none"> <li>a. Job exploration;</li> <li>b. Work based or project based learning experiences;</li> <li>c. Employability skills related to mindsets, self-management, learning strategies, social skills, and workplace skills;</li> <li>d. Introduction to postsecondary options, including an investigation into opportunities for enrollment in postsecondary programs, workplace readiness training programs to develop employability/independent living skills; and</li> <li>e. Instructional programs designed to teach self-advocacy.</li> </ul>

## Indiana Alternate Diploma Transition Portfolio

Develop a transition portfolio that demonstrates the work experience, credentials, or work certificates the student completed during high school.

# Dual Credit Opportunities

## Postsecondary Credit Eligibility

A student must achieve an equivalent of a 2.0 on a 4.0 unweighted grading scale, as established by the eligible institution, in order for the student to receive postsecondary credit [for a course taught in the high school setting].

Students must request a transcript [from Ivy Tech or Vincennes] after graduation to submit to the college they plan on attending in order to receive their dual credit.

## Crawfordsville HS

## Ivy Tech / IU / Vincennes Course

Advanced Composition  
Ivy Tech

ENGL 111 - English Composition

World Literature I  
Ivy Tech

ENGL 220 - World Literature I

World Literature II  
Ivy Tech

ENGL 221 - World Literature II

Auto Service Tech I  
Ivy Tech

AUTI 100 - Basic Automotive Service  
AUTI 111 - Electrical Systems I  
AUTI 121 - Brake Systems  
AUTI 122 - Steering and Suspension Systems  
AUTI 145 - Driveline Service

Auto Service Tech II  
Ivy Tech

AUTI 131 - Engine Performance Systems I  
AUTI 141 - Engine Fundamentals and Repair

Business Administration I  
Ivy Tech

BUSN 101 - Introduction to Business  
BOAT 207 - Integrated Microsoft Office Applications  
BUSN 105 - Principles of Management  
BUSN 201 - Business Law  
ACCT 101 - Financial Accounting

Business Administration II  
Ivy Tech

BUSN 202 - Human Resource Management  
BUSN 207 - Introduction to International Business  
BUSN 280 - Co-Op/Internship

Cosmetology I  
Vincennes University

COSM 100 - Cosmetology I  
COSM 150 - Cosmetology II

Cosmetology II  
Vincennes University

COSM 200 - Cosmetology III  
COSM 250 - Cosmetology IV

Criminal Justice I  
Ivy Tech

CRIM 101 - Introduction to Criminal Justice Systems  
CRIM 105 - Introduction to Criminology  
CRIM 110 - Introduction to Law Enforcement  
CRIM 103 - Cultural Awareness  
CRIM 130 - Introduction to Corrections

Criminal Justice II  
Ivy Tech

CRIM 120 - Introduction to Courts  
CRIM 201 - Ethics in Criminal Justice  
CRIM 134 - Introduction to Criminal Justice Careers

Emergency Medical Technician I  
Ivy Tech

HLHS 100 - Introduction to Healthcare  
HLHS 101 - Medical Terminology  
HLHS 102 - Essential Anatomy and Physiology  
PARM 102 - Emergency Medical Technician

Emergency Medical Technician II  
Ivy Tech

HLHS 105 - Medical Law and Ethics  
HLHS 122 - Electronic Health Records  
HLHS 125 - Behavioral Health  
HSPS 102 - Introduction to Public Safety  
HSPS 106 - Fire Suppression

	<p>HSPS 122 - Hazmat Awareness and Operations  HSPS 165 - Fire Fighter I  HSPS 167 - Fire Fighter II</p>
<p>Fire &amp; Rescue I  Ivy Tech</p>	<p>HSPS 102 - Introduction to Public Safety  HSPS 106 - Fire Suppression  HSPS 122 - Hazmat Awareness and Operations  HSPS 165 - Fire Fighter I  HSPS 167 - Fire Fighter II</p>
<p>Fire &amp; Rescue II  Ivy Tech</p>	<p>HLHS 100 - Introduction to Healthcare  HLHS 101 - Medical Terminology  HLHS 102 - Essential Anatomy and Physiology  PARM 102- Emergency Medical Technician</p>
<p>Industrial Career Academy I  Ivy Tech</p>	<p>SMDI 110 - Introduction of IIOT  SMDI 111 - Technology in Smart Manufacturing and Digital Manufacturing  INDT 113 - Industrial Electrical I  INDT 103 - Motors and Motor Control</p>
<p>Industrial Career Academy II  Ivy Tech</p>	<p>INDT 125 - Introductory Welding  INDT 204 - Electrical Circuits  INDT 280 - Co-Op/Internship</p>
<p>Information Tech (Cybersecurity) I  Ivy Tech</p>	<p>SDEV 120 - Computing Logic  INFM 109 - Informatics Fundamentals  ITSP 132 - IT Supports Essentials I  ITSP 134 - IT Supports Essentials II  ITSP 136 - Workforce Preparation CompTIA A+ Certification  NETI 104 - Introduction to Networking  CSIA 105 - Introduction to Cybersecurity/Information Assurance</p>
<p>Information Tech (Cybersecurity) II  Ivy Tech</p>	<p>NETI 104 - Introduction to Networking  CSIA 105 - Introduction to Cybersecurity/Information Assurance  SVAD 111 - Linux and Virtualization Technologies Fundamentals  SVAD 121 - Enterprise Computing  ITSP 175 - IT Customer Support and Helpdesk Software  DBMS 110 - Database Design and Management  CPIN 280 - Computing and Informatics Co-Op/Internship/Externship</p>
<p>Pre-Nursing I  Ivy Tech</p>	<p>HLHS 100 - Introduction to Healthcare  HLHS 101 - Medical Terminology  HLHS 102 - Essential Anatomy and Physiology  HLHS 107 - CNA Preparation  HLHS 113 - Dementia Care</p>
<p>Pre-Nursing II  Ivy Tech</p>	<p>HLHS 105 - Medical Law and Ethics  HLHS 122 - Electronic Health Records  HLHS 125 - Behavioral Health</p>
<p>Radio &amp; Television I  Vincennes University</p>	<p>BCST 102 - Introduction to Audio-Video Production  BCST 110 - Media Performance  BCST 120 - Audio Production  BCST 140 - Video Production I (Studio Production)  BCST 112 - News Gathering and Storytelling</p>
<p>Radio and Television II  Vincennes University</p>	<p>JOUR 216 - Mass Communications  BCST 206 - Video Production II (Field Production)</p>
<p>Welding Technology I  Vincennes University</p>	<p>WELD 107 - Industrial Blueprint Reading for Welding  WELD 160 - General Welding  WELD 102 - Shielded Metal Arc Welding I  WELD 103 - Gas Metal Arc Welding</p>
<p>Welding Technology II  Vincennes University</p>	<p>WELD 104 - Gas Tungsten Arc Welding  WELD 105 - Shielded Metal Arc Welding II  WELD 106 - Welding Certification Review</p>

# AP and Honors Opportunities

## **AP Offerings**

AP Biology  
AP Calculus  
AP Chemistry  
AP English Literature and Composition  
AP Macroeconomics  
AP Physics (offered every other year)  
AP Precalculus  
AP Psychology  
AP Research  
AP Seminar  
AP Spanish IV  
AP Statistics  
AP U.S. Government and Politics  
AP U.S. History  
AP World History  
\*AP courses receive weighted grades

## **Honors Offerings**

Algebra I-H (taken at CMS)  
Algebra II-H  
Biology I-H  
Chemistry-H  
English 9-H  
English 10-H  
English 11-H  
Geometry-H

\*Students must meet Honor Program Guidelines for entry into the program. Students must also maintain outlined expectations for continued eligibility.

# Four Year Planning Document

Use this document to plan out the classes you will take in the future. Refer to the various diploma types and pathway handouts to help you. You must have 7 classes each semester.

For graduation, students must earn a minimum of 43 credits and complete a graduation pathway.

Student:

Diploma Type:

Pathway:

Career interests by cluster:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Visual Technology and Communications
- Business Management and Administration
- Education, Training, and Child Studies
- Finance
- Government and Public Administration
- Health Sciences
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering, and Math
- Transportation, Distribution, and Logistics

Other: \_\_\_\_\_

Post-Secondary Goal:

- Technical training
- 2-year college
- 4-year college
- Full-time employment
- Military

## 9th Grade (New Indiana Diploma)

Semester 1	Semester 2
English 9	English 9
Math	Math
Biology I	Biology I
World History or Geography	World History or Geography

These courses need to be completed by the end of 9th grade:

- Health (1 sem)
- Computer Science (1 sem)
- Preparing for College & Careers (1 sem)
- PE (1 sem), Specialized PE (1 sem), or sport

## 10th Grade

Semester 1	Semester 2
English 10 or Speech (need 1 semester of each)	English 10 or Speech (need 1 semester of each)
Math	Math
Science	Science

## 11th Grade

Semester 1	Semester 2
English 11	English 11
Math	Math
US History	US History
Science	Science

## 12th Grade

Semester 1	Semester 2
English	English
Government or Personal Finance (need 1 semester of each)	Government or Personal Finance (need 1 semester of each)

# Alternate Sport PE Credit

The Indiana State Board of Education has granted local school districts the flexibility of awarding students a Physical Education credit if they can demonstrate proficiency through alternative means. Students who demonstrate mastery of the Indiana Academic Standards for PE, as documented by a coach, sponsor, or director may be eligible for alternative credit for PE.

Requirements to be eligible for an Alternative PE credit:

- An alternative credit for PE must be earned prior to a student's senior year.
- One credit for PE will be awarded for a *complete* season of an IHSAA sport at Crawfordsville High School, another CHS-sanctioned sport approved by the administration, or select performing arts programs. To see a full list of sports and programs, please see below.
- A *complete* season is defined as first practice to final event.
- The student must remain on the active roster the entire season or the duration of the activity.
- The student will participate regularly in physical activity, demonstrated by participation in at least 90% of group activities (injury free), or at least 66% if a major injury occurs. Either the CHS athletic trainer or a physician must document a major injury that prevents active participation.
- Disciplinary suspensions from the activity may result in forfeiture of credit as determined by the coach, director, or sponsor and approved by an administrator.
- At the conclusion of the season or activity, the coach, director, or sponsor will submit to the counseling office a list of students who are eligible to receive an alternative PE credit.
- An "A" will be awarded to all students who meet the requirements for the alternative PE credit.

School-affiliated sports and programs that will fulfill the PE requirement:

- Baseball
- Basketball
- Cheerleading
- Cross Country
- Dance
- Football
- Golf
- Gymnastics
- Marching Band
- Show Choir
- Soccer
- Softball
- Swimming & Diving
- Tennis

- Track & Field
- Volleyball
- Wrestling

## ART DEPARTMENT/ FINE ARTS

### **Ceramics (4040)**

**(10,11,12)**

**1 semester, 1 credit**

Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

**Required Prerequisite:**

None

**Recommended Prerequisite:**

Intro to Art 2D & 3D

### **Ceramics II (4040)**

**(10,11,12)**

**1 semester, 1 credit**

Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

**Required Prerequisite:**

Ceramics I

### **Digital Design (4082)**

**(10, 11,12)**

**1 semester, 1 credit**

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

**Required Prerequisite:**

None

**Recommended Prerequisite:**

Intro to Art 2D

### **Drawing I (4060)**

**(10,11,12)**

**1 semester, 1 credit**

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.

**Required Prerequisite:**

None

**Recommended Prerequisite:**

Intro to Art 2D

### **Drawing II (4060)**

**(10,11,12)**

**1 semester, 1 credit**

This course builds on Drawing I. Additional materials and techniques will be used. Color will be introduced in drawings. Emphasis will be placed on the student searching for meaning, significance and direction in their work. Use of organizational principles to solve visual problems will be explored. A working vocabulary of drawing techniques will be expanded from Drawing I. The work of contemporary and historical artists and art periods will be studied. Students will learn how to use symbolism in their studio work. There will be written assignments and analyses as in

Drawing I. Art history, aesthetics, and art criticism will be included. Students should be willing to experiment with different media, techniques and subject matter. In addition, students: (a) create works of art, (b) reflect on the outcome of their studio experiences by making historical connections, writing about the process, and making presentations of their work, (c) work individually and in groups, (d) find correlations to other disciplines, (e) explore career options, (f) identify ways to utilize and support art museums, galleries, studios, and community resources.

**Required Prerequisite:** Drawing I

**Fiber Arts (4046) (9,10,11,12) 1 semester, 1 credit**

Fiber Arts is a course based on the Indiana Academic Standards for Visual Art. Students in fiber arts 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 fiber art works utilizing processes such as loom and off-loom construction, dyeing, coiling, and stitchery. 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.

**Required Prerequisite:** None

**Introduction to 2 Dimensional Art (4000) (9,10,11,12) 1 semester, 1 credit**

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.

**Required Prerequisite:** None

**Introduction to 3 Dimensional Art (4002) (9,10,11,12) 1 semester, 1 credit**

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.

**Required Prerequisite:** None

**Recommended Prerequisite:** Intro to Art 2D

**Jewelry I (4042) (10,11,12) 1 semester, 1 credit**

Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers

**Required Prerequisite:** None

**Recommended Prerequisite:** Intro to Art 2D & 3D

**Jewelry II (4042) (10,11,12) 1 semester, 1 credit**

Jewelry II is designed to offer a continued education of jewelry and an in depth study of three-dimensional metal

design. Students will discuss, create, and fabricate jewelry or other body adornment pieces to illustrate how historical and contemporary relationships blend with the technology of today and traditions of the past. Projects will be executed in copper, brass, nu-gold, and mixed media. Items created are to be hand-fabricated. Students should be willing to demonstrate a sincere desire to explore a variety of ideas, techniques, processes, problem solving skills, as well as extensive design experimentation. Emphasis is placed on safety, and proper technique in addition to quality workmanship. Various metals, media, and techniques will be explored including surface embellishment, forming, coloring and texturing metal, roller embossing, cold joining, movable parts, casting, inlay, resin, and incorporating found objects into personal work. Students in Jewelry II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. (a) Students create works of art, (b) reflect on the outcome of their studio experiences by making historical connections, writing about the process, and making presentations of their work, (c) work individually and in groups, (d) find correlations to other disciplines, (e) explore career options, (f) identify ways to utilize and support art museums, galleries, studios, and community resources.

**Required Prerequisite:** Jewelry I  
**Recommended Prerequisite:** Intro to 2D & 3D Art

**Photography I (4062) (10,11,12) 1 semester, 1 credit**

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and darkroom processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art related careers.

**\*Students must provide their own digital camera. There are no cameras to rent.**

**Required Prerequisite:** None  
**Recommended Prerequisite:** Intro to 2D & 3D Art

**Photography II (4062) (10,11,12) 1 semester, 1 credit**

Photo II is a continuation of the study of photography. This course is designed for the student who wishes to expand his/her knowledge and experience in black and white photography, digital image making and editing. The course will concentrate on film and digital photography, dark room skills, advanced application, printing techniques, increased compositional understanding, and communicating with an audience through their photography. Students will explore a variety of photographic techniques and manipulations using traditional and digital equipment. Class work will include the appreciation and exploration of historical and contemporary photography as well as art criticism and aesthetics. Students should demonstrate a sincere desire to explore ideas and willingness to solve visual problems.

Students in Photography II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. (a) Students create works of art (b) reflect on the outcome of their studio experiences by making historical connections, writing about the process, and making presentations of their work, (c) work individually and in groups, (d) find correlations to other disciplines, (e) explore career options, (f) identify ways to utilize and support art museums, galleries, studios, and community resources. **\*Students must provide their own digital camera. There are no cameras to rent.**

**Required Prerequisite:** Photography I

**Photography III (4062) (11,12) 1 semester, 1 credit**

Photography III is an in-depth study of traditional photography and digital imagery. Students create images incorporating a variety of film-based and non-film processes. They will use single lens reflex cameras and digital cameras, computer editing programs (Photoshop CS), darkroom equipment, digital software, scanners and printers. This class will introduce students to additional dark room practices and manipulation for special effects including, combination printing, night photography, and high speed film use. Students will search for meaning, significance, and direction in their work using art/photographic history, art criticism and aesthetics. Students are encouraged to evaluate subject matter, symbols, and ideas that communicate intended meaning in their artwork and solve specific visual and photographic problems. An image portfolio and written artist statement is required at the end of the semester.

\*Students in Photography III engage in sequential learning experiences that encompass art history, art criticism,

aesthetics, and production that lead to the creation of portfolio quality works.(a) Students create works of art (b) reflect on the outcome of their studio experiences by making historical connections, writing about the process, and making presentations of their work, (c) work individually and in groups, (d) find correlations to other disciplines, (e) explore career options, (f) identify ways to utilize and support art museums, galleries, studios, and community resources.

**\*Students must provide their own digital camera. There are no cameras to rent.**

**Required Prerequisite:**

Photography II

**Photography IV (4062)**

**(11,12)**

**1 semester, 1 credit**

Photography IV is intended for the highly motivated student seriously interested in the concepts, theories, and aesthetics of photography. This class is a combination of traditional and digital imaging processes. Focus is on the use of digital and traditional media arts as an extension of the creative mind. Emphasis is placed on critical thinking skills involving relationships between context, form, and function in historical and contemporary photography. Students should be willing to explore a variety of ideas, techniques, processes, and problem solving criteria working toward individual direction and personal expression in the photographic medium. Students will write about photographic connections and processes and make presentations. An image portfolio and written artist statement is required at the end of the semester.

\*Students in Photography IV engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. (a) Students create works of art, (b) reflect on the outcome of their studio experiences by making historical connections, writing about the process, and making presentations of their work, (c) work individually and in groups, (d) find correlations to other disciplines, (e) explore career options, (f) identify ways to utilize and support art museums, galleries, studios, and community resources.\***Students must provide their own digital camera. There are no cameras to rent.**

**Required Prerequisite:**

Photography III

**Printmaking 1 (4066)**

**(10, 11, 12)**

**1 semester, 1 credit**

Printmaking is a course based on the Indiana Academic Standards for Visual Art. Students in printmaking engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students apply media, techniques, and processes with sufficient skill to communicate intended meaning. They create abstract and realistic prints using a variety of materials such as linocut, woodcut, stencil, silkscreen, photo silkscreen, and mono-print. They utilize processes such as etching, relief, and lithography to explore a variety of ideas and problems. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

**Required Prerequisite:**

None

**Recommended Prerequisite:**

Intro to 2D Art

**Printmaking 2 (4066B)**

**(10,11,12)**

**1 semester, 1 credit**

Printmaking is a course based on the Indiana Academic Standards for Visual Art. Students in printmaking engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production to meet both the Art Standards and the creation of portfolio works. Students apply media, techniques, and processes with sufficient skill to communicate intended meaning. They create prints using a variety of print media such as linocut, silkscreen photo, and intaglio. Students learn to reflect upon their work and refine it. Students research imagery both cultural and historical. Students also begin to analyze their work in terms of the Arts and Principles of Art as well as interpret, theorize, and make informed judgments about art work. Efforts are made to relate art to other disciplines and find ways to integrate these together. Students also are encouraged to incorporate literacy and presentational skills through researching and presenting an artist. Students are also introduced to the resources of museums, galleries, studios and careers in art.

**Required Prerequisite:**

Printmaking 1

**Sculpture (4044)**

**(10, 11, 12)**

**1 semester, 1 credit**

This course provides an introduction to three dimensional designs. Students will create realistic, abstract and non-objective sculptures utilizing subtractive and additive techniques of carving, modeling, construction, and assembling. Students will increase their perception and expressive skills through visual problem solving and the use

of a variety of materials, tools, and techniques. Emphasis will be placed on aesthetic qualities found in the three dimensional form using the elements of art and principles of design. A working vocabulary of sculptural terms will be used. Students will learn how the sculptural form has been used by both contemporary and historical cultures. In addition, students: (a) create works of art, (b) reflect on the outcome of their studio experiences by making historical connections, writing about the process, and making presentations of their work, (c) work individually and in groups, (d) find correlations to other disciplines, (e) explore career options, (f) identify ways to utilize and support art museums, galleries, studios, and community resources.

**Required Prerequisites:**

None

**Recommended Prerequisite:**

Intro to 2D & 3D Art

## BUSINESS, MARKETING AND ACCOUNTING

**Accounting Fundamentals (0432)** (10,11,12) **2 semesters, 2 credits**  
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.

**Required Prerequisite:** Principles of Business Management

**Digital Marketing (7145)** (10,11,12) **2 semesters, 2 credits**  
Digital Marketing provides an introduction to the world of e-commerce and digital marketing media. The course covers how to integrate digital media and e-commerce into organizational and marketing strategy. Students will explore e-commerce applications and the most popular digital marketing tactics and tools. Emphasizes familiarity with executing digital media, understanding the marketing objectives that digital media can help organizations achieve, and establishing and enhancing an organization's digital marketing presence.

**Required Prerequisite:** Principles of Business Management, Marketing Fundamentals

**Introduction to Business (4518)** (9,10) **1 semester, 1 credit**  
Introduction to Business introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

**Required Prerequisite:** none

**Management Fundamentals** (10,11,12) **2 semesters, 2 credit**  
Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods, case review, and situational analyses.

**Required Prerequisite:** Principles of Business Management

**Personal Financial Responsibility** (10, 11,12) **1 semester, 1 credit**  
Personal Finance and Banking emphasizes management of individual financial resources for growth and maintenance of personal wealth. Covers home buying and mortgage financing, installment financing, life and health insurance, securities, commodities and other investment opportunities. Students will gain an overview of the banking industry and the financial services provided by banks for individuals and businesses.

**Required Prerequisite:** None

**Preparing for College and Careers (5394)** (9) **1 semester, 1 credit**  
Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals, examining multiple life roles and responsibilities as individuals and family members, planning and building employability skills, transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real world experiences, is recommended.

**Required Prerequisite:** None

**Principles of Business Management (0430) (9,10,11) 2 semesters, 2 credits**

Marketing Fundamentals provides a basic introduction to the scope and importance of marketing in the global economy. Course topics include the seven functions of marketing: promotion, channel management, pricing, product/service management, market planning, marketing information management, and professional selling skills. Emphasis is marketing content but will involve use of oral and written communications, mathematical applications, problem-solving, and critical thinking skills through the development of an integrated marketing plan and other projects

**Required Prerequisite:** None

**Marketing Fundamentals (0440) (11,12) 2 semesters, 2 credits**

Marketing Fundamentals provides a basic introduction to the scope and importance of marketing in the global economy. Course topics include the seven functions of marketing: promotion, channel management, pricing, product/service management, market planning, marketing information management, and professional selling skills. Emphasis is marketing content but will involve use of oral and written communications, mathematical applications, problem-solving, and critical thinking skills through the development of an integrated marketing plan and other projects.

**Required Prerequisite:** Principles of Business Management

## **FAMILY AND CONSUMER SCIENCES**

### **Nutrition (7171)**

**(10,11,12)**

**2 semesters, 2 credits**

Food Theory & Nutrition students will learn the fundamentals of food preparation, service procedures, and safety practices in the food service industry including proper operation techniques for equipment. This course also provides a background and history of the hospitality industry and introduces the student to the broad spectrum of hospitality/food service organizations and career opportunities. Students will be familiarized with the organizational structure and basic functions of departments. Additionally, this course introduces 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.

**Required Prerequisite:** Principles of Hospitality

### **Principles of Culinary & Hospitality (7173)**

**(9,10,11)**

**2 semesters, 2 credits**

Principles of 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 that 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 foodservice operation.

**Required Prerequisite:** None

## ENGLISH/LANGUAGE ARTS

**English as a New Language ENL (1012)** (9,10,11,12) **2 semesters, 2 elective credits**  
English as a New Language, an integrated English course based on the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for English learners (ELs) so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

**Required prerequisite:** None  
**Recommended prerequisite:** English proficiency placement test

**Student Media:Yearbook (1086A-1086B)** (9,10,11,12) **2 semesters, 2 elective credits or 2 fine arts credits for Core 40 with Academic Honors**

Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of Journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers, yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields. This course may be repeated for additional elective credits. STUDENTS MUST SUBMIT AN APPLICATION AND BE SELECTED FOR ADMITTANCE.

**Recommended prerequisite:** None

**English 9 Honors (1002C-1002D)** (9) **2 semesters, 2 credits**  
Freshman English Honors is a course for the highly motivated English student. Comprehensive study of spoken and written English usage and mechanics and the mastery of sentence and paragraph writing are included. Students read and discuss literature and non-fiction from the various genres and write in response to their reading. Writing and vocabulary development are stressed through Write to Learn strategies. Each student will compile a Writer's Portfolio. Summer reading is a requirement. Students will give oral presentations, practice other speech activities, and learn the fundamentals of critical analysis.

**Required Prerequisite:** Approval of Honors Committee

**English 9 (1002A-1002B: College Prep, 1002E-1002F: Grade Level)** (9) **2 semesters, 2 credits**  
English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

**Required prerequisite:** None

**English 10 Honors (1004C-1004D)** (10) **2 semesters, 2 credits**  
This course provides opportunities for advanced English students to further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students examine the writing process, using their own papers and exemplary models. They practice research skills, give oral presentations, and read and critically analyze selected literature and non-fiction. Each student compiles a Writer's Portfolio of creative and expository work. Summer reading is a requirement.

**Required Prerequisite:** Approval of Honors Committee

**English 10 (1004A-1004B: College Prep, 1004E-1004F: Grade Level) (10) 2 semesters, 2 credits**

English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information. .

**Required prerequisite:** None

**English 11 Honors (1006C-1006D) (11) 2 semesters, 2 credits**

This class provides opportunities for extensive study of various genres of American literature and for writing and speaking in response to such literature. Advanced college-bound students study a variety of literature genres, such as drama, poetry, fiction, and non-fiction. Curriculum includes quality works of various ethnic and cultural minorities, such as African-American writers, women writers and Native American writers as well as the works of contemporary writers. Students write their own literary analysis. Other expository writing includes in-class essays and long-term composition assignments; creative writing may enhance the course. Students orally present their findings to the class. Each student will compile a Writer's Portfolio. Summer reading is a requirement.

**Required Prerequisite:** Approval of Honors Committee

**English 11 (1006A-1006B: College Prep, 1006E-1006F: Grade Level) (11) 2 semesters, 2 credits**

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.

**Required prerequisite:** None

**English 12 AP English Literature & Composition (1058C-1058D) (12) 2 semesters, 2 credits**

AP English Literature and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. .

**Required prerequisite:** None  
**Recommended Prerequisite:** English 9, English 10

**English 12 (1008E-1008F) (12) 2 semesters, 2 credits**

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.

**Required prerequisite:** None

**Advanced Composition (1098) (11,12) 1 semester, 1 credit**  
**English Composition - ENGL111**

Advanced Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports in addition to other appropriate writing tasks. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

**Prerequisite for Dual Credit:** Meet required score/GPA  
**Required prerequisite:** None  
**Recommended Prerequisite:** English 9, English 10 Composition

**Advanced English/Language Arts, College Credit (1124) (12) 1 semester, 1 credit each**  
**World Literature I - ENGL220**  
**World Literature II - ENGL221**

World Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of ancient and modern representative works by major authors from six continents: Africa, Asia, Australia, Europe, North America, and South America. Students examine a wide variety of literary genres and themes. Students analyze how the ideas and concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

**Prerequisite for Dual Credit:** "C" or higher in ENGL111  
**Recommended Prerequisite:** English 9, English 10 Composition

**Speech (1076) (9) 1 semester, 1 credit**

Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.

**Required prerequisite:** None

## MATHEMATICS

### **Algebra I (2520)**

**(9,10,11,12)**

**2 semesters, 2 credits**

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of six strands: Number Systems 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. Students will also 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.

**Required Prerequisite:**

None

### **Algebra II (2522)**

**(9,10,11,12)**

**2 semesters, 2 credits**

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 properties of logarithms. Algebra II is made up of 5 strands; Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential and Logarithmic Equations and Functions; Polynomial, Rational, Equations and Functions; and Data Analysis, Statistics, and Probability.

**Required Prerequisite:**

None

**Recommended Prerequisite:**

Algebra I

### **Algebra II Honors (2522)**

**(9,10)**

**2 semesters, 2 credits**

This differentiated Algebra II course is a study of the same topics in regular Algebra II at a more challenging level.

**Required Prerequisite:**

Algebra I Honors and Geometry Honors with a B- or above and/or teacher recommendations

### **Analytical Algebra II (2524)**

**(10,11,12)**

**2 semesters, 2 credits**

Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, and radical functions. Data analysis, statistics, and probability content should be included throughout the course, as students collect and use univariate and bivariate data to create and interpret mathematical models. The Indiana Academic Standards for Analytical Algebra II consist of six domains: Arithmetic and Structure of Expressions, Equations, and Functions; Function Families; Modeling with Functions and Data; Modeling with Advanced Algebra; Modeling with Data and Statistics; and Modeling with Quantities. Additionally, Analytical Algebra II should focus on the application of mathematics in various disciplines including business, finance, science, CTE, and social sciences using technology to model real-world problems with various functions, using and translating between multiple representations. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The essential standards for Analytical Algebra II are different from those noted for Algebra II, which may support students in a variety of STEM-related and non-STEM post-secondary pursuits.

**Required Prerequisite:**

None

**Recommended Prerequisite:**

Algebra I & Geometry

### **Geometry (2532)**

**(9,10,11,12)**

**2 semesters, 2 credits**

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. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines,

Angles, and Planes; Triangles; High School Course Titles and Descriptions 2022-2023 141 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.

**Required Prerequisite:** None  
**Recommended Prerequisite:** Algebra I

**Geometry Honors (2532) (9) 2 semesters, 2 credits**  
 This differentiated Geometry course is a study of the same topics in regular Geometry at a more challenging level.  
**Required Prerequisite:** Algebra I Honors with a B or above and/or teacher recommendation

**AP Calculus AB(2562) (11,12) 2 semesters, 2 credits**  
 AP Calculus AB is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.  
**Required Prerequisite:** Pre-Calculus:Algebra

**AP Precalculus (2563) (11,12) 2 semesters, 2 credits**  
 AP Precalculus is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. This course covers topics including modeling real-world data, exploring multiple representations, and mastering symbolic manipulation. The course teaches students to approach precalculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.  
**Required Prerequisite:** Algebra I  
**Recommended Prerequisite:** Algebra II & Geometry

**AP Statistics (2570) (11,12) 2 semesters, 2 credits**  
 AP Statistics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.  
**Required Prerequisite:** None  
**Recommended Prerequisite:** Algebra 2 or IM3

## MULTIDISCIPLINARY DEPARTMENT

### **Basic Skill Development (0500)**

**(9,10,11,12)**

**1 credit/semester, up to 8**

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

**Required Prerequisite:**

None

### **Career Information and Exploration (0522)**

**(11,12)**

**3 semester, 3 credit**

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

**Required Prerequisite:**

None

### **Cooperative Education (6162)**

**(12)**

**2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum**

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.

**Required Prerequisite:**

None

### **AP Seminar (0552)**

**(11)**

**2 semesters, 2 credits**

Seminar, Advanced Placement, is the first year foundational interdisciplinary course that is unique to the AP Capstone diploma program. This course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and explore artistic and literary works to gain a rich appreciation and understanding of issues. Teachers will choose appropriate themes that allow for deep exploration based on student interests, local and/or civic issues, global or international topics, and concepts from other AP courses. Sample topics include: Educational, Innovation, Sustainability; Technology; Revolution.

**Required Prerequisite:**

None



## MUSIC DEPARTMENT

### **Intermediate Concert Chorus (4186)**

**(9,10,11,12)**

**2 semesters, 2 credits**

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. Additional fees will be associated with this class to offset the purchase of music, equipment, and costumes. The nature of this course focuses on successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Counts as a Directed Elective or Elective for all diplomas. Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma. It is a laboratory course.

**Required Prerequisites:**

None

**Recommended Prerequisite:**

Beginning Chorus

### **Advanced Show Chorus (4188)**

**(10,11,12)**

**2 semesters, 2 credits**

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. Additional fees will be associated with this class to offset the purchase of music, equipment, and costumes. The nature of this course focuses on successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Counts as a Directed Elective or Elective for all diplomas. Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma. It is a laboratory course.

**Required Prerequisites:**

None

**Recommended Prerequisite:**

Beginning & Intermediate Chorus

### **Advanced Concert Band (4170)**

**(9,10,11,12)**

**2 semesters, 2 credits**

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. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Additional fees will be associated with this class to offset the purchase of music, equipment, and costumes. These will be assessed based on a case by case basis. The nature of this course focuses on successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Counts as a Directed Elective or Elective for all diplomas. Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma. It is a laboratory course.

**Required Prerequisites:**

None

**Recommended Prerequisites:** Beginning & Int. Concert Band

**Beginning Mixed Chorus (4182)****(9,10,11,12)****2 semesters, 2 credits**

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. Additional fees will be associated with this class to offset the purchase of music, equipment, and costumes. The nature of this course focuses on successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Counts as a Directed Elective or Elective for all diplomas. Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma. It is a laboratory course.

**Required Prerequisite:**

None

**Dance Choreography: Color Guard (4142)****(9,10,11,12)****2 semesters, 2 credits**

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

**Required Prerequisite:**

None

**Jazz Ensemble (4164)****(10,11,12)****2 semesters, 2 credits**

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. Additional fees will be associated with this class to offset the purchase of music, equipment, and costumes. The nature of this course focuses on successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Counts as a Directed Elective or Elective for all diplomas. Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma. It is a laboratory course.

**Required Prerequisite:**

None

**Instrumental Ensemble - Percussion (4162)****(9,10,11,12)****2 semesters, 2 credits**

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.

**Required Prerequisite:**

None

**AP Music Theory (4210)**

**(10,11,12)**

**2 semesters, 2 credits**

AP Music Theory 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 Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Through the course, students

## PHYSICAL EDUCATION DEPARTMENT

### **Health & Wellness Education (3506)**

**(9,10,11,12)**

**1 semester, 1 credit**

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.

**Required Prerequisite:**

None

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

**(9,10,11,12)**

**1 semester, 1 credit**

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

**Required Prerequisite:**

Grade 8 Physical Education

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

**(9,10,11,12)**

**1 semesters, 1 credit**

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in four of the following areas that were not included in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

**Required Prerequisite:**

Physical Education I

### **Elective Physical Education: Lifetime Aquatics (3560) (9,10,11,12)**

**Students may only take one elective PE course per semester**

**1 semester, 1 credit**

**up to 8 credits**

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.).

**Required Prerequisite:**

Students must provide their own swimming attire, appropriate for the course - no cut offs or two piece suits.

**Elective Physical Education: Lifeguard Training (3560) (9,10,11,12)**

**1 semester, 1 credit**

**Students may only take one elective PE course per semester**

Lifeguard training is a course designed to provide the student with the knowledge and skills to prevent, recognize and respond to emergencies and to provide care for injuries and sudden illnesses until emergency medical services (EMS) personnel arrive and take over. Topics that will be covered in the class include: Rescue Skills, CPR/AED for the Professional Rescuer, First Aid, and Caring for Head, Neck or Back Injury. The class sessions will be held in the pool as well as lectures in the classroom. If the student has successfully completed all skills and written tests, at the end of the semester the student will be certified in Lifeguard Training, First Aid, and CPR/AED for the Professional Rescuer.

**Required Prerequisite:**

-Students must provide their own swimming attire, appropriate for the course - no cut offs or two piece suits.  
-Lifetime Aquatics or Instructor Approval  
-15 years old by end of semester

**Elective Physical Education: Specialized PE (3560) (9,10,11,12)**

**1 credit/semester**

**Students may only take one elective PE course per semester**

**Required Prerequisite:**

None

The class will feature strength training, aerobic conditioning, agility training, as well as functional training. These components of fitness are emphasized to increase athletic performance as well as preparing for lifelong exercise habits. Exercise techniques, disciplines, sport nutrition, and physiological aspects of fitness will be stressed. Students will be taught the most efficient and safe methods of enhancing the fitness components of muscular strength, muscular endurance, cardiovascular endurance, body composition, and flexibility.

## SCIENCE DEPARTMENT

### **Anatomy/Physiology (L) (5276)**

**(11,12)**

**2 semesters, 2 credits**

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integumentary, skeletal, muscular, and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.\*Can be taken 1 or 2 semesters.

**Required Prerequisite:**

None

**Recommended Prerequisite:**

Biology 1

### **Biology, AP (L) (3020)**

**(11,12)**

**2 semesters, 2 credits**

AP Biology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties.

**Required Prerequisite:**

None

**Recommended:**

Biology 1, Chemistry

### **Biology I –Lab (3024)**

**(9)**

**2 semesters, 2 credits**

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 crosscutting concepts.

**Required Prerequisite:**

None

### **Biology I - Lab, Honors (3024)**

**(9)**

**2 semesters, 2 credits**

This is a course for highly motivated science students. Students will be introduced to a wide range of organisms and biological processes. Some themes of this course will be: the interdependence of organisms, the structures and functions of organisms, and human impact on the environment. Areas of study follow the Indiana Academic Standards and include Molecules, Cells, Developmental and Organismal Biology, Genetics, Evolution and ecology. Students will be introduced to new technology through laboratory investigations, independent projects and reading various biology-related novels.

**Required Prerequisite:**

Teacher recommendation

### **Biology II 1<sup>st</sup> Semester (3026) (Genetics)**

**(10,11)**

**1 semester, 1 credit**

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.

Genetics is an advanced laboratory and literature investigation-based course. Students enrolled in Genetics examine in detail cell reproductions, molecular genetics, inheritance and population genetics. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of genetics concepts to real world bioethical issues.

**Required Prerequisite:**

None

**Recommended Prerequisite:**

Biology 1

**Biology II 2<sup>nd</sup> Semester (3026)**  
**(Vertebrate Zoology)**

**(10,11)**

**1 semester, 1 credit**

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.

Zoology is a comprehensive study of the animal kingdom. The focus of this course will include animal anatomy, development, behavior and evolution. There will be a strong focus on the comparative study of body systems found in all animal phyla. Throughout this course study, the interconnectedness of animals and their environment will be illustrated. Lab safety and student responsibility will be stressed due to the hands-on nature of the science curriculum where dissections will be **required** to illustrate the anatomy of representative animals.

**Required Prerequisite:**

None

**Recommended Prerequisite:**

Biology 1

**Chemistry, AP (L) (3060)**

**(12)**

**2 semesters, 2 credits**

AP Chemistry 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 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.

**Required Prerequisite:**

None

**Recommended:**

Chemistry I, Algebra 11,  
Precalculus

**Chemistry I – Lab (3064)**

**(10,11,12)**

**2 semesters, 2 credits**

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. 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, the Science and Engineering Practices (SEPS) and cross-cutting concepts.

**Required Prerequisites:**

None

**Recommended Prerequisite:**

Algebra 2 (can be taken  
concurrently)

**Integrated Chemistry-Physics (3108)**

**(10)**

**2 semesters, 2 credits**

Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration; Newton's Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation using the Science and Engineering Practices (SEPS) and cross-cutting concepts.

**Required Prerequisite:**

None

**Recommended Prerequisite:**

Algebra 1

**Economics (1514)** (12) 1 semester, 1 credit  
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 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.  
**Required Prerequisite:** None

**AP Macroeconomics (1564)** (12) 2 semester, 2 credit  
AP Macroeconomics 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 Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; Measurement of Economic Performance; National Income and Price Determination; Financial Sector; Stabilization Policies; and Economic Growth.  
**Required Prerequisite:** None

**Ethnic Studies (1516)** (9,10,11,12) 1 semester, 1 credit  
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.  
**Required Prerequisite:** None

**Geography & History of the World (1570)** (9,10,11,12) 2 semesters, 2 credits  
Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.  
**Required Prerequisite:** None

**U.S. Government (1540)** (12) 1 semester, 1 credit  
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 will 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 will 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 examined. 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, political, and civic activities and the

need for civic and political engagement of citizens in the United States.

**Required Prerequisite:** None

**AP U.S. Government and Politics (1560) (12) 2 semesters, 2 credits**

AP United States Government and Politics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project.

**Required Prerequisite:** Teacher recommendation

**AP Psychology (1558) (11,12) 1 semester, 1 credit**

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.

**Required Prerequisite:** None

**United States History (1542) (11) 2 semesters, 2 credits**

United States History builds upon concepts developed in previous studies of U.S. History. 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. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will 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.

**Required Prerequisite:** None

**AP United States History (1562) (11) 2 semesters, 2 credits**

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.

**Required Prerequisite:** None

**World History & Civilization (1548) (9,10,11,12) 2 semesters, 2 credits**

World History 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 skills and processes 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.

**Required Prerequisite:**

None

**AP World History Modern (1612)**

**(9,10,11,12)**

**2 semesters, 2 credits**

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.

**Required Prerequisite:**

None

**French I (2020)****(9,10,11,12)****2 semesters, 2 credits**

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

**Required Prerequisite:**

None

**French II (2022)****(10,11,12)****2 semesters, 2 credits**

French II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for French language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess 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 culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom.

**Required Prerequisite:**

French I

**French III (2024)****(11,12)****2 semester, 2 credits**

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

**Required Prerequisite:**

French I &amp; French II

**AP French IV (2032)****(12)****2 semesters, 2 credits**

AP French Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP French Language and Culture. The course prepares students to be successful on the AP French Language and Culture exam. The course is not intended to be used as a dual credit course. The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**Required Prerequisites:** French I,II,!!!

**Japanese I (2060) (9,10,11,12) 2 semesters, 2 credits**

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

**Required Prerequisites:** None

**Japanese II (2062) (10,11,12) 2 semesters, 2 credits**

Japanese II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Japanese language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Japanese-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Japanese language and culture outside of the classroom.

**Required Prerequisites:** Japanese I

**Japanese III (2064) (11,12) 2 semesters, 2 credits**

Japanese III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Japanese language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write simple paragraphs using characters. This course also emphasizes the continued development of reading and listening comprehension skills, such as using radicals, stroke order, and stroke count to guess meaning. 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. Additionally, students will continue to develop understanding of Japanese-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the

target culture. This course further emphasizes making connections across content areas as well the application of understanding Japanese language and culture outside of the classroom.

**Required Prerequisites:**

Japanese I; Japanese II

**AP Japanese IV (2074)**

**(11,12)**

**2 semesters, 2 credits**

AP Japanese Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Japanese Language and Culture. The course prepares students to be successful on the AP Japanese Language and Culture exam. The course is not intended to be used as a dual credit course. The AP Japanese Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Japanese Language and Culture course strives not to emphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Japanese. The AP Japanese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of social, political, and educational issues (e.g., the role of religion in society, traditional versus modern gender roles), as well as more traditional topics (e.g., arts, customs, festivals, geography, and history). Throughout the course, students develop interpersonal skills that enable them to request and confirm the receipt of information, ask for and provide directions, and issue and respond to invitations. They also develop more cognitively challenging functional language skills, including the ability to compare phenomena, express opinions and preferences, and discuss life experiences. Additionally, students develop a command of a significant number of the most prevalent kanji characters used in Japanese writing.

**Required Prerequisites:**

Japanese I; Japanese II;  
Japanese III

**Spanish I (2120)**

**(9,10,11,12)**

**2 semesters, 2 credits**

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

**Required Prerequisite:**

None  
\*Not available for Native  
Speakers.

**Spanish II (2122)**

**(9,10,11,12)**

**2 semesters, 2 credits**

Spanish II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

**Required Prerequisite:**

Spanish I

**Spanish III (2124)****(10,11,12)****2 semesters, 2 credits**

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

**Required Prerequisite:**

Spanish I &amp; Spanish II

**AP Spanish IV: Language (2132)****(10, 11,12)****2 semesters, 2 credits**

AP Spanish Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Language and Culture. The course prepares students to be successful on the AP Spanish Language and Culture exam. The course is not intended to be used as a dual credit course. The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**Required Prerequisite:**

Spanish I, II, III or Spanish for Heritage Speakers

**Spanish V: AP Literature (2134)****(10, 11,12)****2 semesters, 2 credits**

AP Spanish Literature and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Literature and Culture. The course prepares students to be successful on the AP Spanish Literature and Culture exam. The course is not intended to be used as a dual credit course. The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

**Required Prerequisite:**

Spanish I, II, III or Spanish for Heritage Speakers

**CAREER AND TECHNICAL EDUCATION (CTE)**

The following pathways will be offered by West Central Indiana Career and Technical Education Cooperative during the upcoming school year. Dual credits are available, but students and instructors must meet eligibility and credentialing standards.

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

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

**Principles of Automotive Services (7213)**

**2 semesters, 2 credits**

**Dual Credit with Ivy Tech: AUTI 100, AUTI 111**

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

**Brake Systems (7205)**

**2 semesters, 2 credits**

**Dual Credit with Ivy Tech: AUTI 121**

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

Brake Systems teaches theory, service, and repair of automotive braking systems. This course provides an overview of various mechanical brake systems used on today's automobiles. This course will emphasize professional diagnosis and repair methods for brake systems.

**Steering & Suspensions (7212)**

**2 semesters, 2 credits**

**Dual Credit with Ivy Tech: AUTI 122, AUTI 145**

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

Steering and Suspensions will cover driveline theory and in-car service procedures. Theory and overhaul procedures related to the driveshaft and axle assemblies for front and rear wheel drive vehicles are included as well. Additionally, the course teaches theory, service and repair of automotive steering, and suspension systems. It provides an overview of various mechanical, power, and electrical steering and suspension systems used on today's automobiles and will emphasize professional diagnosis and repair methods for steering and suspension systems.

**Year 2**

**Automotive Services Capstone (7375)**

**2 semesters, 6 credits**

**Dual Credit with Ivy Tech: AUTI 131, AUTI 141**

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

Automotive Service Capstone further explores important skills and competencies within the Automotive Service Technology Pathway. Students will be exposed to an in-depth study of vehicle electrical systems. The course will cover the fundamentals of electricity and automotive electronics in various automotive systems. Students will understand other topics such as engine repair, climate control, and driveline service. Additionally, Co-Op and Internship opportunities will be available for students.

**Business Administration Pathway**

*Hosted by Ivy Tech Community College at Crawfordsville Site (will follow their schedule of classes)*

**Principles of Business (4562)**

**2 semesters, 2 credits**

**Dual Credit with Ivy Tech: BUSN 101, BOAT 207**

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.

**Management Fundamentals (7143)**

**2 semesters, 2 credits**

**Dual Credit with Ivy Tech: BUSN 105, BUSN 201**

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

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

**Accounting Fundamentals (4524)**

**2 semesters, 2 credits**

**Dual Credit with Ivy Tech: ACCT 101**

*Pre-/Co-Requisite: Principles of Business; and Management Fundamentals*

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.

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

*Hosted at Thompson's College of Cosmetology in Rockville, IN*

**Principles of Barbering and Cosmetology (7330)**

**2 semesters, 2 credits**

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

**Barbering and Cosmetology Fundamentals (7331)**

**2 semesters, 2 credits**

**Dual Credit with Vincennes: COSM 100**

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

**Advanced Cosmetology (7332)**

**2 semesters, 2 credits**

**Dual Credit with Vincennes: COSM 150**

Advanced Cosmetology will emphasize the development of advanced skills in styling, hair coloring, permanent waving, facials and manicuring. Students will also study anatomy and physiology as it applies to cosmetology. Successful completion of the course requires at least 375 Cosmetology studio hours.

**Year 2**

**Barbering and Cosmetology Capstone (7334)**

**2 semesters, 6 credits**

**Dual Credit with Vincennes: COSM 200, COSM 250**

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

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

*Hosted by Southmont High School*

**Principles of Criminal Justice (7193)****2 semesters, 2 credits****Dual Credit with Ivy Tech: CRIM 101**

Principles of Criminal Justice covers the purposes, functions, and history of the three primary parts of the criminal justice system: law enforcement, courts, and corrections. This course further explores the interrelationships and responsibilities of these three primary elements of the criminal justice system.

**Law Enforcement Fundamentals (7191)****2 semesters, 2 credits****Dual Credit with Ivy Tech: CRIM 105, CRIM 110***Pre-/Co-Requisite: Principles of Criminal Justice*

Law Enforcement Fundamentals critically examines the history and nature of the major theoretical perspectives in criminology and the theories found within those perspectives. Students analyze the research support for such theories and perspectives and the connections between theory and criminal justice system practice within all the major components of the criminal justice system. The course will allow students to demonstrate the application of specific theories to explain violent and non-violent criminal behavior on both the micro and macro levels of analysis. Additionally, this course will introduce fundamental law enforcement operations and organization. This includes the evolution of law enforcement at federal, state, and local levels.

**Corrections and Cultural Awareness (7188)****2 semesters, 2 credits****Dual Credit with Ivy Tech: CRIM 103, 130***Pre-/Co-Requisite: Principles of Criminal Justice; Law Enforcement & Cultural Awareness*

Corrections and Cultural Awareness emphasizes the study of American criminal justice problems and systems in historical and cultural perspectives, as well as discussing social and public policy factors affecting crime. Multidisciplinary and multicultural perspectives are stressed. Additionally, this course takes a further examination of the American correctional system and the study of administration of local, state, and federal correctional agencies. The examination also includes the history and development of correctional policies and practices, criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and community corrections including probation and parole. Current philosophies of corrections and the debates surrounding the roles and effectiveness of criminal sentences, institutional procedures, technological developments, and special populations are discussed.

**Year 2****Criminal Justice Capstone (7231)****2 semesters, 6 credits****Dual Credit with Ivy Tech: CRIM 120, CRIM 201, CRIM 134***Pre-/Co-Requisite: Criminal Justice I*

The Criminal Justice Capstone course allows students to complete additional instruction to earn a postsecondary certificate and should include a work-based learning component such as job shadowing, internship, etc. once the core content is completed. Note that there may be age restrictions on work-based learning components.

**Information Technology Support and Services (Cybersecurity focus)***Hosted by Ivy Tech Community College at Crawfordsville Site (will follow their schedule of classes)***Principles of Computing (7183)****2 semesters, 2 credits****Dual Credit with Ivy Tech: SDEV 120, INFM 109**

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

**Information Technology Fundamentals (7180)****2 semesters, 2 credits****Dual Credit with Ivy Tech: ITSP 135, ITSP 136**

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

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

**Networking and Cybersecurity Operations (7181)**

**2 semesters, 2 credits**

**Dual Credit with Ivy Tech: NETI 104, CSIA 105**

*Pre-/Co-Requisite: Principles of Computing; and Information Technology Fundamentals*

Advanced Information Technology will provide students with the fundamental concepts in networking and cybersecurity. Students are introduced to the principles and concepts of computer networking, covering the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. Students will be able to troubleshoot routers and switches and resolve common issues. The students will also explore the field of Cyber Security/Information Assurance focusing on the technical and managerial aspects of the discipline. Students will be introduced to the basic terminology, concepts, and best practices of computer/network security and the roles and responsibilities of management/security personnel. The students will learn the technologies used and techniques involved in creating a secure computer networking environment including authentication and the types of attacks against an organization.

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

**Principles of Teaching (7161)**

**2 semesters, 2 credits**

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 volunteer experience of a minimum of 20 hours is required for successful 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.

**Child and Adolescent Development (7157)**

**2 semesters, 2 credits**

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

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

**The Exceptional Child (7162)**

**2 semesters, 2 credits**

*Pre-/Co-Requisite: Principles of Teaching; Child and Adolescent Development*

This course provides an introduction to teaching the exceptional child. Includes theories and practices for producing optimal developmental growth. This course develops teaching techniques, explores public policy, inclusion, early intervention, and learns about individual education plans and associated laws (IEPs). Explores the types of special needs and provides opportunities through field experience to practice methods for helping children within special education and gifted/talented programs. A volunteer experience of up to 20 hours in an educational environment may be required as part of this course.

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

*Hosted by Southmont High School*

**Principles of Healthcare (7168)**

**2 semesters, 2 credits**

**Dual Credit with Ivy Tech: HLHS 100**

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

**Medical Terminology (5274)**

**2 semesters, 2 credits**

**Dual Credit with Ivy Tech: HLHS 101, HLHS 102**

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

**Emergency Medical Tech (7165)**

**2 semesters, 2 credits**

**Dual Credit with Ivy Tech: PARM 102**

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

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

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

*Hosted by Southmont High School*

**Principles of Fire and Rescue (7195)**

**2 semesters, 2 credits**

**Dual Credit with Ivy Tech: HSPS 102, HSPS 106**

Principles of Fire and Rescue introduces students to the various roles that firefighters and emergency services workers play to protect the public from the loss of life and property. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. This course will introduce students to the history, terminology, and basic firefighting skills needed for a beginning firefighter. Additionally, students will develop a career plan for a career in public safety including areas of Fire Science, Homeland Security, and Emergency Medical Services.

**Fire Fighting Fundamentals (7189)**

**2 semesters, 2 credits**

**Dual Credit with Ivy Tech: HSPS 122, HSPS 165**

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

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

**Advanced Fire Fighting (7186)**

**2 semesters, 2 credits**

**Dual Credit with Ivy Tech: HSPS 167**

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

Advanced Fire Fighting builds on skills learned in Fire Fighting Fundamentals. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, and (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum.

**Pre-Nursing—Certified Nursing Assistant (CNA) - All three courses will be taken at the same time.**

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

**Principles of Healthcare (7168)**

**2 semesters, 2 credits**

**Dual Credit with Ivy Tech: HLHS 100**

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

**Medical Terminology (5274)**

**2 semesters, 2 credits**

**Dual Credit with Ivy Tech: HLHS 101, HLHS 102**

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

**Healthcare Specialist: CNA (7166)**

**2 semesters, 2 credits**

**Dual Credit with Ivy Tech: HLHS 107, HLHS 113**

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

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

**Year 2**

**Health Science Education 2: Nursing (7255)**

**2 semesters, 6 credits**

**Dual Credit with Ivy Tech: HLHS 105, HLHS 122, HLHS 125**

*Pre-/Co-Requisite: Principles of Healthcare; Medical Terminology; Healthcare Specialist: CNA or EMT*

The Healthcare Specialist Capstone course will facilitate healthcare students' acquisition of additional knowledge and skills necessary to work in a variety of healthcare settings beyond a long term care facility including hospitals, doctors' offices, and clinics. Students can accomplish this goal by completing coursework that will cover topics such as Medical Law and Ethics, Electronic Health Records, and/or Behavioral Health. Schools may offer additional healthcare certifications such as the Certified Clinical Medical Assistant (CCMA) or Phlebotomy along with the coursework or in place of the coursework.

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

*Hosted by Western Boone Jr/Sr High School*

**Principles of Broadcasting (7139)****2 semesters, 2 credits****Dual Credit with Vincennes: BCST 102, BCST 110**

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

**Audio & Video Production Essentials (7306)****2 semesters, 2 credits****Dual Credit with Vincennes: BCST 120, BCST 140**

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

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

**Mass Media Production (7307)****2 semesters, 2 credits****Dual Credit with Vincennes: BCST 110, BCST 112**

*Pre-/Co-Requisite: Principles of Broadcasting; Audio and Video Production Essentials*

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

**Radio and Television Capstone (7308)****2 semesters, 6 credits****Dual Credit with Vincennes: JOUR 216, BCST 206**

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

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

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

*Hosted by North Montgomery High School*

**Principles of Welding Technology (7110)****2 semesters, 2 credits****Dual Credit with Vincennes: WELD 107, 160**

Principles of Welding Technology includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and basic welding. This course is designed for individuals who intend to make a career as a Welder,

Technician, Designer, Researcher, or Engineer. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for postsecondary and career success.

**Shielded Metal Arc Welding (7111)**

**2 semesters, 2 credits**

**Dual Credit with Vincennes: WELD 102**

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

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

**Gas Welding Processes (7101)**

**2 semesters, 2 credits**

**Dual Credit with Vincennes: WELD 103**

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

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

**Year 2**

**Welding Technology Capstone (7226)**

**2 semesters, 6 credits**

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

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

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

*It is the policy of the West Central Indiana Career & Technical Education not to discriminate on the basis of race, color, religion, sex, national origin, age, or disability in its educational programs or employment policies as required by the Indiana Civil Rights Act, Titles VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, Title II, Title IX and Section 504 of the Rehabilitation Act of 1973.*