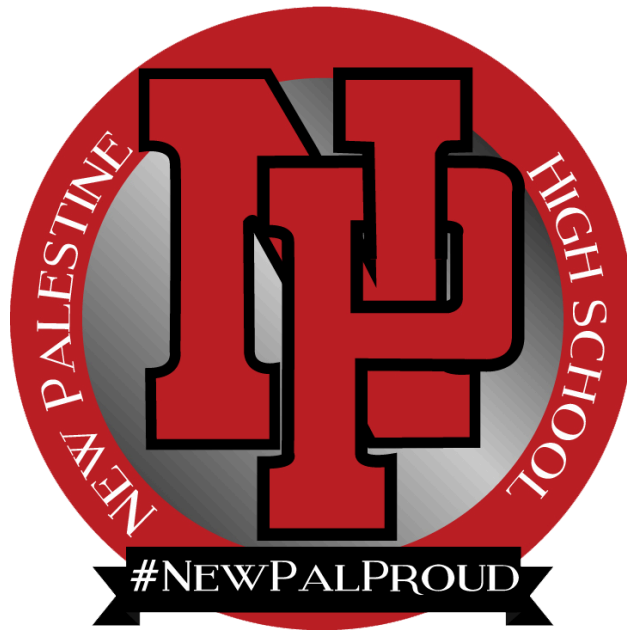


NEW PALESTINE HIGH SCHOOL

CURRICULUM GUIDE

2025 - 2026



"Achieving Our Personal Best in the Pursuit of Excellence"

New Palestine High School
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New Palestine, IN 46163

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<https://nphs.newpal.k12.in.us>

A LETTER FROM PRINCIPAL VOELZ

New Palestine High School is proud to offer this 2025 – 2026 course description guide to parents and students with the expectation that all students will meet the requirements for graduation as determined by the Indiana Department of Education. These curriculum offerings are aimed at preparing students for entry into post-secondary institutions, vocational programs, the military, and the workforce. Furthermore, the offerings outlined in this guide will allow students to experience a well-rounded, rigorous, and valid education. Some courses in this guide, particularly the elective courses offered for the 2025 – 2026 school year, are presented as tentative offerings and may not be available at the time of scheduling or at the start of the school year. Students and parents are encouraged to plan course selections in cooperation with the School Counseling department.

Sincerely,

James Voelz

Principal
New Palestine High School

A GUIDE TO COURSE SELECTION AND PROGRAM PLANNING

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

MISSION STATEMENT

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

ACCREDITATION

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

TABLE OF CONTENTS

Personnel	5
Grading Scale	7
General Information	8
Graduation Requirements	10
2025 - 2026 Course Summary	13
Physical Education Waiver	17
Graduation Timeline	19
Art	21
Business, Information Technology, Marketing & Entrepreneurship	23
Engineering & Technology	26
English & Language Arts	29
Family & Consumer Sciences	33
Health & Physical Education	35
Journalism & Media Studies	36
Mathematics	37
Miscellaneous Electives	39
Music	40
Restricted Classes	42
Science	45
Social Studies	49
World Languages	52
Early College	54
Career Center Courses	58

NEW PALESTINE HIGH SCHOOL PERSONNEL

Principal	Mr. James Voelz	Ext. 2010
Assistant Principal	Mr. Mitchel Burk	Ext. 2216
Assistant Principal	Mr. Craig Moore	Ext. 2011
Athletic Director	Mr. Brian Murphy	Ext. 2020
Assistant Athletic Director	Mr. Trent Whitaker	Ext. 2017
Director of School Counseling students last names U - Z & all Early College students	Mrs. Caitlin Fangman	Ext. 2016
School Counselor students last names A - J	Mrs. Melissa Hedden	Ext. 2022
School Counselor students last names K - T	Mrs. Summer Grinstead	Ext. 2015
School Social Worker	Ms. Emma Natalie	Ext. 2006
Registrar & Counseling Secretary	Mrs. Erika Vogel	Ext. 2004
Attendance Secretary	Mrs. Heather Warfield	Ext. 2002
Principal's Secretary	Mrs. Billie White	Ext. 2001
Athletic Secretary	Mrs. Summer Parsons	Ext. 2003

****Transcript requests for college applications should be made through Xello for seniors. Underclassmen can request a transcript by contacting their school counselor or Mrs. Vogel, Counseling Department Secretary, at evogel@newpal.k12.in.us. Alumni should go through parchment.com for transcript requests.****

IMPORTANT TERMS AND DESCRIPTIONS

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

ADVANCED PLACEMENT

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

ATHLETIC ELIGIBILITY

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

CORE TRANSFER LIBRARY

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

DUAL CREDIT

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

EARLY COLLEGE

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

IUPUI/IVY TECH CONCURRENT ENROLLMENT

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

REQUIRED COURSE

A required course is defined as a specific class required by the Indiana Department of Education (IDOE) or by the local school corporation to be successfully completed in order to meet graduation requirements.

STATE APPROVED COURSE TITLES

An entire list of Indiana approved high school course titles and descriptions can be found at the following link: [Course Titles and Descriptions - DOE](https://doe.in.gov/course-titles).

WEIGHTED GRADES

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

Grades and High School Credit

EARNING HIGH SCHOOL CREDITS

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

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

2025 - 2026 NPHS Grading Scale			GPA Points
A	100%	93%	4.0000
A-	92%	90%	3.6667
B+	89%	87%	3.3334
B	86%	83%	3.0000
B-	82%	80%	2.6667
C+	79%	77%	2.3334
C	76%	73%	2.0000
C-	72%	70%	1.6667
D+	69%	67%	1.3334
D	66%	63%	1.0000
D-	62%	60%	0.6667
F	59%	0%	0.0000

STUDENT CLASS RANKING PROCEDURE

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

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

Cumulative grade point average =

$$\frac{\text{Total cumulative points}}{\text{Total attempted classes}}$$

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

LEVEL I—0.0050 FACTOR

Honors English 9
Honors English 10
Honors Algebra II
Honors Geometry
Introduction to Engineering
Principles of Engineering
Computer Integrated Manufacturing
Engineering Design & Development

LEVEL II—0.0075 FACTOR

Anatomy & Physiology
DC Adv. Speech
DC Physics
Precalculus
Trigonometry

LEVEL III-- .0100 FACTOR

AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Computer Science Principles
AP English Literature & Composition
AP Environmental Science
AP Physics
AP Precalculus
AP Seminar: English
AP Statistics
AP Studio Art
DC Composition
DC Spanish IV
DC US Government/We The People
DC US History

GENERAL INFORMATION

SCHEDULING

It is important that serious consideration be given to course selections. These selections determine the types of courses offered and impact staffing. Therefore, it becomes difficult to change classes once the master schedule is established in spring of 2025. We encourage students and parents to contact teachers or school counselors if they have questions about a class before selecting a class. Students are also encouraged to meet with and review their class selections with their assigned school counselor. In the spring of 2025, students will have a scheduling window to create their schedule for the 2025 – 2026 school year. Students will have until the last day of the scheduling window to update or change course selections for the 2025 – 2026 school year. Students who fail to complete a schedule by the time the scheduling window closes will have one created for them by their assigned school counselor. Courses described and offered in this guide may not be available at the time of scheduling and/or at the beginning of the 2025 – 2026 school year.

SCHEDULE CHANGES

Schedule changes should be made during the summer prior to the start of the school year during the designated schedule change request windows. During the first week of each semester, schedule changes will be made (1) if the student has already taken the course; (2) if a different course is necessary to meet graduation requirements; or (3) if the student has an incomplete or incorrect schedule. New Palestine High School does not accept teacher or period requests or changes from parents or students.

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

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

GRADE CARDS/REPORT CARDS

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

MIDTERM GRADUATES

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

NOTICE OF STUDENT DIRECTORY INFORMATION

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

EQUAL OPPORTUNITY

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

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

District Section 504 Coordinator:

Katy Eastes
Assistant Superintendent
New Palestine Community Schools
4711 South 500 West
PO BOX 508
New Palestine, IN 46163
(317) 861-4463

Corporation Compliance Officer:

Dr. Gina Pleak
Superintendent
New Palestine Community Schools
4711 South 500 West
PO BOX 508
New Palestine, IN 46163
(317) 861-4463

Title IX Coordinator:

Katy Eastes
Assistant Superintendent
New Palestine Community Schools
4711 South 500 West
PO BOX 508
New Palestine, IN 46163
(317) 861-4463

NPBS DIPLOMA REQUIREMENTS (CLASS OF 2026, 2027 & 2028)

INDIANA CORE40

Course and Credit Requirements	
English/ Language Arts	8 credits 2 credits: English 9 2 credits: English 10 2 credits: English 11 2 credits: English 12 <i>A balance of literature, composition & speech</i>
Mathematics	6 credits (in grades 9-12) 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 or quantitative reasoning course each year in high school</i>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History & Civilization
Directed Electives	5 credits World Languages Fine Arts Preparing for College & Careers
Physical Education	2 credits <i>Advanced/Elective PE does not fulfill this requirement.</i>
Health and Wellness	1 credit
Electives*	6 credits <i>*College and Career Pathway courses recommended</i>
40 Total NPBS Credits Required	

* 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.

CORE40 with Academic Honors (minimum 47 credits)

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

- Complete all requirements for Core 40.
- English credits earned the junior & senior years must be from Adv. English or AP English Literature or AP/DC Language Composition.
- 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 both 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,
 - D. Earn a combined score of 1250 or higher on the SAT evidenced based reading, mathematics and writing sections based on a minimum score of 590 in writing and 560 in math.
 - E. Earn an ACT composite score of 26 or higher and complete written section

CORE40 with Technical Honors (minimum 47 credits)

For the Core 40 with Technical Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. State approved, industry recognized certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- 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 - E) of the Core 40 with Academic Honors
 - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

The class of 2023 and beyond will have additional [graduation pathways](#) requirements.

NPBS DIPLOMA REQUIREMENTS (CLASS OF 2029 AND BEYOND)

Students in the Class of 2029 and beyond will be completing the New Indiana Diploma requirements. These requirements include a base diploma (shown below, page 12). In addition to the base diploma, students may earn one or more Honors or Honors Plus Seals in the areas of Enrollment, Employment, or Enlistment. The seal requirements are listed on page 13. Students not earning a seal will be required to complete Box 2 and 3 of Graduation Pathways.

FUTURE  NEW INDIANA DIPLOMA	
8 CREDITS	• 2 credits: English 9 • 1 credit: Communications-focused course • 5 additional English credits
7 CREDITS	• 2 credits: Algebra I • 1 credit: Personal Finance • 4 additional math credits
7 CREDITS	• 2 credits: Biology I • 1 credit: Computer Science • 2 additional science credits • 2 STEM-focused credits
5 CREDITS	• 2 credits: U.S. History • 1 credit: U.S. Government • 2 credits: World Perspectives (Flexible options, including advanced world language or world-focused social studies courses)
2 CREDITS	• 1 credit: Physical Education • 1 credit: Health & Wellness
N/A	
12 CREDITS	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.
1 CREDIT	• 1 credit: Preparing for College & Careers
42 CREDITS	

NPHS DIPLOMA REQUIREMENTS (CLASS OF 2029 AND BEYOND)



INDIANA
DEPARTMENT of
EDUCATION

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 Core;
 - 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 Core; 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 ROTC 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.

in.gov/doe

2025 - 2026 COURSE SUMMARY

ART	
4000/4002	Intro to 2-D Art*/Intro to 3-D Art*
4004/4006	Advanced 2-D*/Advanced 3-D Art*
4026	Fine Arts Connections*
4040	Ceramics*
4082	Digital Design*
4060	Drawing*
4064	Painting*
4050/4052	AP Studio Art^

BUSINESS, INFORMATION TECHNOLOGY, MARKETING & ENTREPRENEURSHIP

5394	Preparing for College & Careers*
4524	Accounting Fundamentals^
0524	Community Service^
5550	Graphic Design^
4562	Principles of Business Management^
5914	Marketing Fundamentals^
5918	Strategic Marketing^
4540	Personal Financial Responsibility*
4568	AP Computer Science Principles^
5974	Work Based Learning Capstone^
0530	Career Exploration Internship^
4565	Computing Foundations for a Digital Age^

* = Semester course

^ = Year course

§ = Honors offered

ENGINEERING & TECHNOLOGY

7130	Principles of Construction Trades^
7123	Construction Trades: General Carpentry^
7122	Construction Trades: Framing and Finishing^
7121	Civil Construction Fundamentals^
7118	Advanced Civil Construction^
7108	Principles of Advanced Manufacturing^
7103	Advanced Manufacturing Technology^
7106	Mechatronics Systems^
7224	Industrial Automation and Robotics Capstone^
4728	Robotics Design and Innovation^
4802	Introduction to Engineering Design^
5644	Principles of Engineering^
5534	Computer Integrated Manufacturing^
5698	Engineering Design and Development^

ENGLISH & LANGUAGE ARTS

1002	English 9^§
1004	English 10^§
1006	English 11^
1006	Advanced English 11^
1058	AP English Literature and Composition^
1008	English 12^
1008	Advanced English 12^
1098	DC Advanced Composition^
1092	Creative Writing*
1060	Etymology*
1034	Film Literature*
1076	Speech*
1078	DC Advanced Speech*
1048	Themes in Literature: Women's Voices*
1028	Dramatic Literature*

FAMILY & CONSUMER SCIENCES	
5330	Adult Roles & Responsibilities*
5360	Advanced Child Development 1*
5360	Advanced Child Development 2*
7160	Principles of Early Childhood Education^
7158	Early Childhood Education Curriculum^
7159	Early Childhood Education Guidance^
0502	Cadet Teaching Experience^
5438	Introduction to Culinary Arts and Hospitality*
7173	Principles of Culinary and Hospitality^
5342	Nutrition^
7169	Culinary Arts^

HEALTH & PHYSICAL EDUCATION	
3542	Physical Education I*
3544	Physical Education II*
3560	Elective PE: Weightlifting & Conditioning*
3560	Elective PE: Advanced Weightlifting & Conditioning*
3506	Health & Wellness Education*
3508	Current Health Issues*

JOURNALISM & STUDENT MEDIA	
4790	Introduction to Communications^
1086	Student Media - Newspaper^
1086	Student Media - Yearbook^

MATHEMATICS	
2520	Algebra I^
2532	Geometry^§
2522	Algebra II^§
2524	Analytical Algebra II^
2554	Integrated Mathematics I^
2556	Integrated Mathematics II^
2558	Integrated Mathematics III^
2566	Trigonometry*
2563	AP Precalculus^
2564	Precalculus*
2530	Finite Mathematics^
2562	AP Calculus AB^
2572	AP Calculus BC^
2570	AP Statistics^

MUSIC & THEATER	
4170	Advanced Concert Band^
4168	Intermediate Concert Band^
4160	Beginning Concert Band^
4146	Dance Performance^
4164	Jazz Ensemble^
4182	Beginning Chorus^
4186	Intermediate Chorus^
4188	Advanced Chorus^
4248	Theater Production*
4208	DC Music Theory (US MUS 161)*

* = Semester course

^ = Year course

§ = Honors offered

△ = Online offered

RESTRICTED CLASSES	
0500	Basic Skills Development^
0500	English Language Basic Skills Development^
0530	Career Exploration^

SCIENCE	
5276	Anatomy & Physiology^
3092	Astronomy*
3024	Biology^
3090	DC Biology^
3020	AP Biology^
3108	Integrated Chemistry/Physics^
3064	Chemistry^
3090	DC Chemistry^
3060	AP Chemistry^
3046	Earth & Space Science^
3010	Environmental Science^
3012	AP Environmental Science^
3092	Geology*
3092	Genetics^
3092	Introduction to Forensic Sciences^
3026	Microbiology*
3090	DC Physics^
3080	AP Physics^

SOCIAL STUDIES	
1508	Citizenship & Civics*
1548	World History & Civilization^
1542	United States History^
1542	DC United States History^
1538	Topics in History: World War II*
1532	Psychology*
1574	DC Psychology^
1534	Sociology*
1514	Economics*
1540	United States Government*
1540	DC United States Government*
1540	We The People/DC United States Government*
1516	Ethnic Studies*
1518	Indiana Studies*
1538	Topics in History: History through Sports & Film*

WORLD LANGUAGES	
2120	Spanish 1^
2122	Spanish 2^
2124	Spanish 3/DC Spanish 3^
2126	DC Spanish 4^
2156	American Sign Language I^
2158	American Sign Language II^
2162	American Sign Language III^

* = Semester course

^ = Year course

§ = Honors offered

CAREER & TECHNICAL PROGRAMS - HANCOCK COUNTY CAREER CENTER (HC3) & WALKER CAREER CENTER (WCC)

<u>Walker Career Center</u>		<u>Hancock County Career Center (HC3)</u>	
	Automotive Collision Repair		Aviation
	Automotive Service Technology		Criminal Justice
	Barbering		Construction Trades: Carpentry
	Construction Trades: Masonry		Construction Trades: HVAC
	Cosmetology		Emergency Medical Services
	Dental Careers		Pre-Nursing/Healthcare Specialist: CCMA or CNA
	Digital Design		IT Operations
	Hospitality Management		Veterinary Science
	Precision Machine Technology		Welding
	Radio		
	TV		

EARLY COLLEGE DUAL CREDIT COURSES

All credits are through Vincennes University. Courses may include additional fees for dual credits. Some courses below may be limited to Early College students only.

MATH	MATH 102 - College Algebra		BUSINESS & COMMUNICATION	COMP 110 - Introduction to Computer Concepts
	MATH 103 - Quantitative Reasoning			ECON 100 - Elements of Economics
	MATH 111 - Finite Mathematics			ECON 208 - Personal Financial Management
SCIENCE	BIOL 100 - Biology: Connection and Impacts			COMM 143 - Speech
	CHEM 100/CHEM 101 - Elementary Chemistry & Elementary Chemistry Lab			COMM 148 - Interpersonal Communications
ENGLISH	ENGL 101 - English Composition I			MGMT 250 - Introduction to Management
	ENGL 102 - English Composition II			ENTR 221 - Creating a Small Business
SOCIAL SCIENCE & HISTORY	HIST 139 - American History I		FAMILY & CONSUMER SCIENCE	SSKL 106 - Career Planning
	HIST 140 - American History II			EDUC 200 - Computer Technology for Teachers
ART & MUSIC	MUS 218 - Music Appreciation			EDUC 291 - Introduction to Exceptionalities
WORLD LANGUAGE	SPAN 103 - Spanish Level II			EDUC 203 - Psychology of Development, Learning, and Instruction

NEW PALESTINE PHYSICAL EDUCATION WAIVER

PE CREDIT OPTIONS (2029 Cohort and Beyond)

- A) Completion of a PE or Elective PE course with a passing grade.
 - B) Participation in one season of any activity listed on the PE Waiver approved list.
- Additional activities may be approved by the school administration through special approval before an activity's season.

The student must attend practices/events and complete the season in good standing with the coach. A complete season is defined as the first practice to the final event, and the student must remain on the active roster during the season.

If the student is injured, the student can still earn the PE credit through this waiver so long as they still attend practices/games and have an alternative participation expectation (such as injury in a PE in-person course).

Students will be given a standard PE waiver form to be filled out by coaches/sponsors. The form will be turned in to the PE teacher of record after their season. It is the student's responsibility to ensure this form is filled out and turned in.

Retroactive credits will not be awarded.

The final grade for the course will be an A upon successful completion of the requirements and must be signed off by the coach/sponsor/director.

Students have four semesters to complete their PE credit. If the credit is not completed by the end of the student's sophomore year, the student will be enrolled in either the traditional PE or elective PE class to earn their required PE credit.

PE CREDIT OPTIONS (2026, 2027, and 2028 Cohorts Only)

Two PE credits are required for these cohorts. Students may use the following options for PE credits.

- A) Completion of a PE I course with a passing grade.
 - B) Completion of a PE II course with a passing grade.
 - C) Participation in one season of any activity listed on the PE Waiver approved list.
- Additional activities may be approved by the school administration through special approval before an activity's season.

The student must attend practices/events and complete the season in good standing with the coach. A complete season is defined as the first practice to the final event, and the student must remain on the active roster during the season.

A credit may only be completed once per activity; a second credit must be earned with a different activity.

If the student is injured, the student can still earn the PE credit through this waiver so long as they still attend practices/games and have an alternative participation expectation (such as injury in a PE in-person course).

Students will be given a standard PE waiver form to be filled out by coaches/sponsors. The form will be turned in to the PE teacher of record at the completion of their season. It is the student's responsibility to ensure this form is filled out and turned in.

Retroactive credits can be awarded for one credit/season and only for these cohorts. Active participation and successful completion of the season must be verified by the coach, sponsor, or athletic director.

The final grade for the course will be an A upon successful completion of the requirements and must be signed off by the coach/sponsor/director.

Students have four semesters to earn their first PE credit. If the credit is not earned by the end of the student's sophomore year, the student will be enrolled in the traditional PE I class to earn their required PE I credit.

PE Waiver Submission

Students may pick up a PE Waiver form from the Counseling Office to submit a request for credit for an approved activity. The PE Waiver form must be completed by the student and signed by the coach/director/sponsor of the approved activity. Once completed, forms can be returned to the NPHS Counseling Department.

Approved PE Waiver Activities			
1st Semester Credit		2nd Semester Credit	
● Color Guard ● Cross Country ● Cheerleading ● Football ● Golf (girls)	● Marching Band ● Soccer ● Tennis (boys) ● Volleyball (girls)	● Baseball ● Basketball ● Cheerleading ● Dance Team ● Golf (boys) ● Gymnastics ● Show Choir ● Softball	● Swimming and Diving ● Tennis (girls) ● Track and Field ● Wrestling ● Volleyball (boys) ● Unified Track

*Any activity not listed above requires approval from the school administration before the season concludes.

NPHS GRADUATION TIMELINE

Freshman Year

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

Sophomore Year

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

Junior Year

- Know the NPHS graduation requirements.
- Think about college majors and careers that interest you. Know your interests, skills, values, and abilities. Explore Learn More Indiana's website at www.learnmoreindiana.org for career and college information. See your school counselor for questions related to majors and careers.
- Send for information from colleges, universities, technical schools, apprenticeships, or the military branch you are considering. Visit their websites and check out the brochures in the Counseling Office.
- Visit colleges and shadow careers that interest you. Juniors may have 1 excused college day per semester. See your school counselor for more information.
- Take PSAT during October of junior year.
- Take the SAT during the spring of your junior year during the school day at NPHS. The SAT is the state-required test for juniors.
- If necessary, attend summer school to make up required classes.
- Update record of activities and awards.
- Become familiar with Xello. Xello is used during senior year to send transcripts to colleges electronically.

- Meet with your school counselor if you have questions regarding college or career.
- If you plan to compete in NCAA Division 1 or 2 athletics, be sure to register at the NCAA Eligibility Center at www.ncaa.org, or NAIA eligibility center at www.playnaia.org.
- Add colleges you are interested in to your account in Xello.

Senior Year – 1st Semester

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

Senior Year – 2nd Semester

- Know the NPHS graduation requirements.
- Continue to search and apply for scholarships.
- Complete the FAFSA (Free Application for Federal Student Aid) during senior year. Attend a FAFSA Day event at NPHS or College Goal Sunday in February to receive help with the form and for more information on financial aid. The FAFSA is completed online at www.fafsa.ed.gov
- Attend NPHS financial aid night to receive information and helpful tips on college planning and help with the FAFSA form.
- Compare aid from colleges and universities. Make your decision of where you want to attend. Send your deposit to the college of your choice.
- Return the award letter to the university you have chosen to attend. Contact other colleges and decline admission.
- Watch for other deadlines, i.e. housing, financial aid, etc.
- Complete your Senior Exit Interview during the spring of your senior year.
- Complete the Senior Survey sent by NPHS administration and counselors prior to graduation.
- Upon successful completion of all requirements, attend the NPHS commencement ceremony.
- If you plan to compete in NCAA Division 1 or 2 athletics, be sure to register at the NCAA Eligibility Center at www.ncaa.org, or NAIA eligibility center at www.playnaia.org.

2025 - 2026 COURSE DESCRIPTIONS

ART

4000 - Introduction to 2-D Art (semester course) & 4002 - Introduction to 3-D Art (semester course)

These courses offer an introduction to authentic art making processes with personalized instruction utilizing the elements and principles of design. Students conceptualize, develop and refine artistic ideas and works of art. Students examine and make connections to significant historical and contemporary works of art. Students explore and develop craft in drawing, painting, design, illustration, calligraphy, printmaking, hand-built ceramics, subtractive and assemblage sculpture, textiles and crafts.

- Grade Levels: 9, 10, 11, 12
- Fulfills requirement for 1 or 2 Fine Arts credits for AHD
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

4004 - Advanced 2-D (semester course) & 4006 - Advanced 3-D Art (semester course):

These courses build on the sequential learning experiences of Introduction to Two & Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Grade Levels: 10, 11, 12
- Recommended Foundational Courses: Intro to 2D Art & Intro to 3D Art
- May earn multiple credits in either course
- Fulfills requirement for 1 or 2 Fine Arts credits for AHD
- Counts as directed elective or elective credit for Core 40, AHD & THD

4026 - Fine Arts Connections (semester course)

In this course, students explore the conceptualization process of art making and make trans-disciplinary connections within other academic subjects. Students create works of art encompassing multiple disciplines, literacies, and sign systems, reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about the nature and purposes of art. Students incorporate presentation skills and utilize resources from the arts community and identify related careers. This class may be repeated for full credit.

- Grade Levels: 10, 11, 12
- Recommended Foundational Courses: Intro to 2D & 3D Art
- May earn multiple credits in course
- Fulfills requirement for 1 Fine Arts credit for AHD
- Counts as elective or directed elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

4040 - Ceramics (semester course)

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

- Grade Levels: 10, 11, 12
- Recommended Foundational Courses: Intro to 2D Art & Intro to 3D Art
- May earn multiple credits in course
- Fulfills requirement for 1 Fine Arts credit for AHD
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

4082 - Digital Design (semester course)

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

- Grade Levels: 10, 11, 12
- Recommended Foundational Courses: Intro to 2D Art
- May earn multiple credits in course
- Fulfills requirement for 1 Fine Arts credit for AHD
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

4060 - Drawing (semester course)

Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Grade Levels: 10, 11, 12
- Recommended Foundational Courses: Intro to 2D Art
- May earn multiple credits in course
- Fulfills requirement for 1 Fine Arts credit for AHD
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

4064 - Painting (semester course)

Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Grade Levels: 10, 11, 12
- Recommended Foundational Courses: Intro to 2D Art
- May earn multiple credits in course
- Fulfills requirement for 1 Fine Arts credit for AHD
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

4050/4052 - AP Studio Art (year course)

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

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

BUSINESS, INFORMATION TECHNOLOGY, MARKETING & ENTREPRENEURSHIP

5394 - Preparing for College and Careers (semester course)

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

- Grade Levels: 9, 10, 11, 12
- This course is a graduation requirement at NPHS
- Counts as directed elective or elective credit for Core 40, AHD & THD.

4565 - Computing Foundations for a Digital Age (semester course)

Students will gain understanding in five main computer science topics: computing systems, networks and the internet, data and analysis, algorithm and planning, and impacts of computing. Students will also have opportunities to develop critical thinking, collaboration, and problem-solving skills. This also meets new mandates from the state requiring computer science course offerings for every graduate starting with the 2029 cohort.

- Grade Levels: 9, 10, 11, 12
- This course is a graduation requirement starting with the Class of 2029.
- Counts as directed elective or elective credit for Core 40, AHD & THD.

4524 - Accounting Fundamentals (year course)

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

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

0524 - Community Service (year course)

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

- Grade Level: 12
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This course may be offered as an "applied" course for students pursuing an alternate diploma

5550 - Graphic Design and Layout (year course)

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

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

4562 - Principles of Business Management (year course)

This course focuses on the roles and responsibilities of managers and the opportunities and challenges of ethically managing a business in the free enterprise system. Students will gain an understanding of management, team building, leadership, problem solving steps and processes that contribute to the achievement of a business's goals. This course also provides an overview of other facets of business including finance, human resources and marketing. Students will routinely use simulations and projects throughout the course and will contribute to running our school's online spirit store.

- Grade Level: 9, 10, 11, 12
- Recommended Foundational Courses: Preparing for College & Careers
- Counts as elective or directed elective credit for Core 40, AHD & THD
- This is the first course in several Business pathways (Marketing and Sales, Business Administration) for the Next Level Programs of Study (NLPS)

5914 - Marketing Fundamentals (year course)

This course provides the fundamental principles in the marketing of goods, services, and ideas. Course includes planning, pricing, promotion, and distribution. This course focuses on global marketing, marketing ethics, and managing the marketing function.

- Grade Level: 10, 11, 12
- Recommended Foundational Courses: Preparing for College & Careers, Principles of Business Management
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This is the second course in the Marketing and Sales career pathway for the Next Level Programs of Study (NLPS)

5918 - Strategic Marketing (year course)

This course builds upon the foundations of marketing and applies the functions and concepts of marketing at an advanced level. The course will provide an experiential framework for teaching and learning marketing and public relations concepts. The NPHS Strategic Marketing classroom will become a “hub” for NPHS marketing projects. Students will market and promote athletics, performing arts, departmental information, and all types of school events throughout the school corporation.

- Grade Level: 11, 12
- Recommended Foundational Courses: Principles of Business Management and Marketing Fundamentals
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This is the third course in the Marketing and Sales career pathway for the Next Level Programs of Study (NLPS)

4540 - Personal Financial Responsibility (semester course)

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

- Grade Level: 11, 12
- Counts as a directed elective or elective for all diplomas

5974 - Work Based Learning Capstone (year course)

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

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

0530 - Career Exploration Internship (year course)

The Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interests. Unlike the work-based Learning capstone course in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

- Grade Level: 12
- Counts as 2 directed elective or elective credits per semester for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

4568 - AP Computer Science Principles (year course)

This is a course based on content established by the CollegeBoard. AP Computer Science Principles is designed to be equivalent to a first-semester, introductory, college computing course. Students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. An AP exam is given at the end of the course and may include an additional fee.

- Grade Level: 11, 12
- Recommended Foundational Courses: Algebra 1
- Counts as an elective requirement for Core 40, AHD & THD
- Fulfills an additional Mathematics requirement for AHD
- Meets one (1) AP requirement for AHD & THD

ENGINEERING & TECHNOLOGY

7130 - Principles of Construction Trades (year course)

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

- Grade Levels: 9, 10, 11, 12
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This is the first course in the Construction career pathways (Civil and Carpentry) for the Next Level Programs of Study (NLPS)

7123 - Construction Trades: General Carpentry (year course)

This course builds upon the skills learned in the Principles of Construction Trades and examines the basics of framing. This includes studying the procedures for laying out and constructing floor systems, wall systems, ceiling joist and roof framing, and basic stair layout. Additionally students will be introduced to building envelope systems. *Students may elect to take this course as a dual credit course through Ivy Tech (BCTI 101, BCTI 102 and NCCER Curriculum).

- Grade Levels: 10, 11, 12
- Required Prerequisite or Corequisite: Principles of Construction Trades
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This is the second course in the Construction Trades - Carpentry pathway for the Next Level Programs of Study (NLPS)

7122 - Construction Trades: Framing and Finishing (year course)

Framing and Finishing prepares students with advanced framing skills along with interior and exterior finishing techniques. Topics include roofing applications, thermal and moisture protection, exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation. *Students may elect to take this course as a dual credit course through Ivy Tech (BCTI 103, BCTI 104 and NCCER Curriculum).

- Grade Levels: 10, 11, 12
- Required Prerequisite or Corequisite: Principles of Construction Trades, Construction Trades: General Carpentry
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This is the third course in the Construction Trades - Carpentry pathway for the Next Level Programs of Study (NLPS)

7121 - Civil Construction Fundamentals (year course)

This course covers the first half of NCCER Heavy Highway Construction Level 1. Its modules cover topics such as orientation to the trade, identification of equipment used in heavy highway construction, heavy highway construction safety, work-zone safety, soils, site work, excavation math, and interpreting civil drawings. The NCCER Heavy Highway Construction Level 1 certificate will not be awarded until the student successfully completes both this course and Advanced Civil Construction. *Students may elect to take this course as a dual credit course through Ivy Tech (BCTI 110, BCTI 120 and NCCER Curriculum).

- Grade Levels: 10, 11, 12
- Required Prerequisite or Corequisite: Principles of Construction Trades
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This is the second course in the Civil Construction pathway for the Next Level Programs of Study (NLPS)

7118 - Advanced Civil Construction (year course)

Advanced Civil Construction builds upon the knowledge and skills learned in the fundamentals course and covers the second half of NCCER Heavy Highway Construction Level 1. Its modules cover topics such as rigging practices, crane safety and emergency procedures, basic principles of cranes, and crane communications. The NCCER Heavy Highway Construction Level 1 certificate and wallet card will also be awarded upon successful completion of this course. *Students may elect to take this course as a dual credit course through Ivy Tech (BCTI 121 and NCCER Curriculum).

- Grade Levels: 10, 11, 12
- Required Prerequisite or Corequisite: Principles of Construction Trades, Civil Construction Fundamentals
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This is the third course in the Civil Construction pathway for the Next Level Programs of Study (NLPS)

7108 - Principles of Advanced Manufacturing (year course)

This course includes classroom and laboratory experiences in Industrial Technology and Manufacturing Trends. Domains include safety and impact, manufacturing essentials, lean manufacturing design principles, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience. *Students may elect to take this course as a dual credit course through Ivy Tech (MPRO 102, MPRO 122 and MPRO 201). Students can also earn one industry certification.

- Grade Levels: 9, 10, 11, 12
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This is the first course in the Advanced Manufacturing: Industrial Automation and Robotics pathway for the Next Level Programs of Study (NLPS)

7103 - Advanced Manufacturing Technology (year course)

This course introduces manufacturing processes and practices used in manufacturing environments. The course also covers key electrical principles, including current, voltage, resistance, power, inductance, capacitance, and transformers, along with basic mechanical and fluid power principles. Topics include types of production, production materials, machining and tooling, manufacturing planning, production control, and product distribution. Students will be expected to understand the product life cycle from conception through distribution. This course also focuses on technologies used in production processes. Basic power systems, energy transfer systems, machine operation, and control will be explored. This course will use lecture, lab, online simulation, and programming. *Students may elect to take this course as a dual credit course through Ivy Tech (ADMF 102).

- Grade Levels: 10, 11, 12
- Recommended Prerequisites: Principles of Advanced Manufacturing
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This is the second course in the Advanced Manufacturing: Industrial Automation and Robotics pathway for the Next Level Programs of Study (NLPS)

7106 - Mechatronics Systems (year course)

This course covers the basic electrical and mechanical components and functions of a complex mechatronics system. Through a systems approach, students will learn about mechanical components which lead and support the energy through a mechanical system to increase efficiency and to reduce wear and tear. By understanding the complete system, students will learn and apply troubleshooting strategies to identify, localize and (where possible) to correct malfunctions. Preventive maintenance of mechanical elements and electrical drives as well as safety issues within the system will also be discussed. *Students may elect to take this course as a dual credit course through Ivy Tech (ADMF 112 and ADMF 122).

- Grade Levels: 10, 11, 12
- Recommended Prerequisites: Principles of Advanced Manufacturing, Advanced Manufacturing Technology
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This is the third course in the Advanced Manufacturing: Industrial Automation and Robotics pathway for the Next Level Programs of Study (NLPS)

7224 - Industrial Automation and Robotics Capstone (year course)

The Industrial Automation and Robotics Capstone course focuses on the installation, maintenance, and repair of industrial robots. Students will also learn the basics of pneumatic, electro pneumatic and hydraulic control circuits as well as the basic theory, fundamentals of digital logic, and programming of programmable logic controllers (PLCs) in a complex mechatronic system. Students will learn to identify malfunctioning robots and to apply troubleshooting strategies to identify and localize problems caused by pneumatic and hydraulic control circuits and PLC hardware. Completing the capstone course will provide students the opportunity to earn a postsecondary certificate and will prepare students to take nationally recognized industry certification exams. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Extended work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience. *Students may elect to take this course as a dual credit course through Ivy Tech (ADMF 202, ADMF 222, INDT 104, INDT 203, and INDT 205).

- Grade Levels: 11, 12
- Recommended Prerequisites: Principles of Advanced Manufacturing, Advanced Manufacturing Technology, Mechatronics Systems
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This is the final course in the Advanced Manufacturing: Industrial Automation and Robotics pathway for the Next Level Programs of Study (NLPS)

4728 - Robotics Design and Innovation (year course)

This course allows students to design, program, and test innovative technological designs related to robotic systems. Topics involve mechanics, pneumatics, control technologies, computer fundamentals, and programmable control technologies. Students design, build, and optimize robots to perform a variety of predesignated tasks. Individuals or small teams may choose to participate in organized robotic competitions or develop their own events during the course. Students will investigate all aspects of the industries related to robotics design and innovation and explore collegiate programs of study.

- Grade Levels: 9, 10, 11, 12
- Counts as directed elective or elective credit for Core 40, AHD & THD
- Qualifies as a quantitative reasoning course

4802 - Introduction to Engineering Design (year course)

This is an introductory course which develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design (CAD). Students may elect to take this course as a dual credit course through Ivy Tech (DESN 101).

- Grade Levels: 9, 10, 11, 12
- Counts as directed elective or elective credit for Core 40, AHD & THD
- Counts as one Dual Credit requirement for AHD & THD, if student earns the Ivy Tech DESN 101 credit
- Qualifies as a quantitative reasoning course
- This is the first course in the Engineering career pathway for the Next Level Programs of Study (NLPS)

5644 - Principles of Engineering (year course)

This course focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems. *Students may elect to take this course as a dual credit course through Ivy Tech (DESN 104).

- Grade Levels: 10, 11, 12
- Prerequisite(s): Introduction to Engineering Design (PLTW DESN 101 Intro to Design Technology)
- Counts as an elective credit for Core 40, AHD & THD
- Counts as one Dual Credit requirement for AHD & THD, if students earns the Ivy Tech DESN 104 credit
- Qualifies as a quantitative reasoning course
- This is the second course in the Engineering career pathway for the Next Level Programs of Study (NLPS)

5534 - Computer Integrated Manufacturing (CIM) (year course)

Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes. NOTE: This course aligns with the PLTW Computer Integrated Manufacturing curriculum. Use of the PLTW curriculum may require additional training and membership in the PLTW network.

- Grade Levels: 11, 12
- Prerequisite(s): Introduction to Engineering Design, Principles of Engineering
- Counts as an elective credit for Core 40, AHD & THD
- Counts as one Dual Credit requirement for AHD & THD, if students earns dual credit
- Qualifies as a quantitative reasoning course
- This is the third course in the Engineering career pathway for the Next Level Programs of Study (NLPS)

5698 - Engineering Design and Development (year course)

Engineering capstone course for students that have taken Introduction to Engineering Design (IED), Principles of Engineering (POE), and Civil Engineering and Architecture/Computer Integrated Manufacturing. Engineering Design and Development is an engineering research course in which students work individually or in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team and/or individual communicates their solution to a panel of stakeholders at the conclusion of the course. As the capstone course in the Engineering pathway, EDD engages students in critical thinking, problem solving, time management, and teamwork skills.

- Grade Levels: 12
- Prerequisite(s): Introduction to Engineering Design, Principles of Engineering, and Civil Engineering & Architecture/Computer Integrated Manufacturing
- Counts as an elective credit for Core 40, AHD & THD
- Counts as one Dual Credit requirement for AHD & THD, if students earns dual credit
- Qualifies as a quantitative reasoning course
- This is the final course in the Engineering career pathway for the Next Level Programs of Study (NLPS)

ENGLISH AND LANGUAGE ARTS

1002 - English 9 (year course)

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

- Grade Level: 9
- Fulfills an English/Language Arts requirement for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1002 - Honors English 9 (year course)

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

- Grade Level: 9
- Fulfills an English/Language Arts requirement for Core 40, AHD & THD

1004 - English 10 (year course)

This course is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository and argumentative/persuasive compositions, research reports, and other short pieces. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Grade Level: 10
- Fulfills an English/Language Arts requirement for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1004 - Honors English 10 (year course)

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

- Grade Level: 10
- Recommended Foundational Courses: Honors English 9A-B
- Fulfills an English/Language Arts requirement for Core 40, AHD & THD

1006 - English 11 (year course)

In this course, students will read and analyze various novels, short stories, plays, and poems written by American authors from different time periods. There will be a continued emphasis on usage and the mechanics of writing, as well as a review of trends, themes, and styles of American literature. Students will practice their research and writing skills via numerous short writing assignments as well as completing a research project.

- Grade Level: 11
- Fulfills an English/Language Arts requirement
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1006 - Advanced English 11 (year course)

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

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

1058 - AP English Literature and Composition (year course)

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

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

1008 - English 12 (year course)

This course is a continuation of English 11. A variety of British and world literature will be discussed. Emphasis will be on developing lifelong writing and usage skills. The mechanics of writing will be stressed.

- Grade Level: 12
- Fulfills an English/Language Arts requirement
- This course may be offered as an "applied" course for students pursuing an alternate diploma

1008 - Advanced English 12 (year course)

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

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

1098 - Dual Credit Advanced Composition (year course)

This course is an advanced placement course based on content established by the College Board. Students who qualify by having minimum PSAT or SAT scores can earn college credit. First semester readings focus on nonfiction and critical thinking skills with an emphasis on the theory and concepts of essay composition, while second semester explores fiction and creative writing, while continuing building and practicing composition skills from the first semester. This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. A study and application of rhetorical skills used in writing is emphasized with required research papers in both semesters. *Students can elect to take this course as dual credit through Vincennes University (ENG 101 & ENG 102 - English Composition I & II). Additional tuition fees for college credit apply. This course is listed in the Core Transfer Library.

- Grade Level: 12
- Recommended Prerequisite: AP English Language or AP English Literature
- Fulfills an English/Language Arts requirement for Core 40, AHD & THD
- Meets two (2) Dual Credit requirements for AHD & THD if students earns ENG 101 & ENG 102 at the completion of the course
- *Listed on Priority Course List for AHD & THD requirements

1092 - Creative Writing (semester course)

This course is an introduction to elements and craft of various genres of creative writing, including narrative, verse, and dialogue. Students will be using materials drawn from their own work as well as selected texts from established writers. During the semester, students will be using peer review and workshop methods to create an atmosphere of collaboration and constructive feedback. Students will be writing in both short and long forms in many different styles to better their own voice and understanding of the craft.

- Grade Level: 11, 12
- Can fulfill 1 semester of an English/Language Arts requirement for Core 40, AHD & THD.
- OR can count as an elective or directed elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1028 - Dramatic Literature (semester course)

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

- Grade Level: 11, 12
- Recommended Prerequisites: English 9 and English 10
- Can fulfill 1 semester of an English/Language Arts requirement for Core 40, AHD & THD.
- OR can count as an elective or directed elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1060 - Etymology (semester course)

This course is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (Latin and Greek). Students analyze meanings of English words by examining roots, prefixes, suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation.

- Grade Level: 10, 11, 12
- Can fulfill 1 semester of an English/Language Arts requirement for Core 40, AHD & THD
- OR can count as a directed elective or elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1034 - Film Literature (semester course)

This course is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present.

- Grade Level: 11, 12
- Can fulfill 1 semester of an English/Language Arts requirement for Core 40, AHD & THD.
- OR can count as an elective or directed elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1076 - Speech (semester course)

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

- Grade Level: Grades 10, 11, 12
- Can fulfill 1 semester of an English/Language Arts requirement for Core 40, AHD & THD.
- OR can count as an directed elective or elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1078 - DC Advanced Speech (semester course)

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

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

1078 - Online DC Advanced Speech (semester course)

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

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

1048 - Themes in Literature: Women's Voices (semester course)

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

- Grade Level: 11, 12
- Can fulfill 1 semester of an English/Language Arts requirement for Core 40, AHD & THD.
- OR can count as an elective or directed elective credit for Core 40, AHD & THD
- This course may be offered as an "applied" course for students pursuing an alternate diploma

FAMILY AND CONSUMER SCIENCES

5330 - Adult Roles & Responsibilities (1 semester)

This course is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources.

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

5360 - Advanced Child Development (semester course)

This is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 1. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. Students enrolled in the course are required to complete a pre-course and end-of-course assessment.

- Grade Level: 9, 10, 11, 12
- Counts as directed elective or elective credit for Core 40, AHD & THD

7160 - Principles of Early Childhood Education (year course)

This course provides students with an overview of skills and strategies necessary to successfully complete a certificate. Additionally, it provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula and services available to young children. This course also examines basic principles of child development, Developmentally Appropriate Practices (DAP), importance of family, licensing, and elements of quality care of young children with an emphasis on the learning environment related to health, safety, and nutrition. Students may be required to complete observations and field experiences with children as related to this course.

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

7158 - Early Childhood Education Curriculum (year course)

Early Childhood Education Curriculum examines developmentally appropriate environments and activities in various childcare settings while exploring the varying developmental levels and cultural backgrounds of children. Students may be required to complete observations and field experiences with children as part of this course.

- Grade Level: 10, 11, 12
- Required Prerequisite or Corequisite: Principles of Early Childhood Education
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This is the second course in the Early Childhood Education career pathway for the Next Level Programs of Study (NLPS)

7159 - Early Childhood Education Guidance (year course)

This course allows students to analyze developmentally appropriate guidance, theory and implementation for various early care and education settings. It also provides a basic understanding of the anti-bias/multicultural emphasis in the field of early childhood. Students may be required to complete observations and field experiences with children as part of this course.

- Grade Level: 10, 11, 12
- Required Prerequisite or Corequisite: Principles of Early Childhood Education
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This is the third course in the Early Childhood Education career pathway for the Next Level Programs of Study (NLPS)

0502 - Cadet Teaching Experience (year course)

This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of classwork relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based on the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

- Grade Level: 11, 12
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This course may be offered as an "applied" course for students pursuing an alternate diploma

5438 - Introduction to Culinary Arts and Hospitality (semester course)

Introduction to Culinary Arts and Hospitality is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.

- Grade Level: 9, 10, 11, 12
- Counts as directed elective or elective credit for Core 40, AHD & THD

7173 - Principles of Culinary and Hospitality (year course)

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

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

7171 - Nutrition (year course)

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

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

7169 - Culinary Arts (year course)

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

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

HEALTH AND PHYSICAL EDUCATION

3542/3544 - Physical Education I & II (semester courses)

These courses focus on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; aquatics and dance, all which are within the framework of lifetime physical activities and fitness.

- Grade Level: 9, 10, 11, 12
- 2 semesters fulfill the Physical Education requirement for Core 40, AHD & THD (Class of 2026, 2027, 2028)
- 1 semester fulfills the Physical Education requirement for the New Indiana Diploma (Class of 2029 and beyond)
- This course may be offered as an “applied” course for students pursuing an alternate diploma

3560 - Elective PE: Weightlifting and Conditioning (semester course)

This course is designed for the student who is interested in becoming more physically fit. The class will provide an introduction of weightlifting knowledge. It will focus on lifting techniques and skills to help students master the basics of weightlifting and potentially move to a more advanced setting.

- Grade Level: 9, 10, 11, 12
- May earn multiple credits in course
- Counts as elective credit for Core 40, AHD & THD
- This course does not count toward 2 required PE credits for Core 40, AHD & THD (Class of 2026, 2027, 2028)
- This course can count as the PE requirement for Class of 2029 and beyond
- This course may be offered as an “applied” course for students pursuing an alternate diploma

3560 - Elective PE: Advanced Weightlifting and Conditioning (semester course)

This course is designed for the student who is interested in becoming more physically fit. The class will emphasize physical conditioning through weight training, aerobic exercises, and conditioning stations.

- Grade Level: 9, 10, 11, 12
- May earn multiple credits in course
- Counts as elective credit for Core 40, AHD & THD
- This course does not count toward 2 required PE credits for Core 40, AHD & THD (Class of 2026, 2027, 2028)
- This course can count as PE requirement for Class of 2029 and beyond

3506 - Health & Wellness (semester course)

This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- Grade Level: 9, 10, 11, 12
- Fulfills the Health & Wellness requirement for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

3508 - Current Health Issues (semester course)

This course focuses on specific health issues and/or emerging trends in health and wellness, but not limited to: personal health and wellness; non-communicable and communicable diseases; nutrition; mental and emotional health; tobacco-prevention; alcohol and other drug-prevention; human development and family health; health care and/or medical treatments; and national and/or international health issues. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- Grade Level: 10, 11, 12
- Counts as directed elective or elective credit for Core 40, AHD & THD
- This course does not count toward Health & Wellness requirement for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

JOURNALISM & STUDENT MEDIA

4790 - Introduction to Communications (Athletic Communications) (year course)

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

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

1086 - Student Media - Newspaper (year course)

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

- Recommended Grade: 9, 10, 11, 12
- Counts as a directed elective or elective for all diplomas
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1086 - Student Media - Yearbook (year course)

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

- Recommended Grade: 9, 10, 11, 12
- Counts as a directed elective or elective for all diplomas
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.
- This course may be offered as an “applied” course for students pursuing an alternate diploma

MATHEMATICS

2520 - Algebra I (year course)

Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

- Grade Level: 9, 10, 11, 12
- Fulfills the Algebra I requirement for Core 40, AHD & THD
- Credit for Algebra I should be earned by the end of Grade 10
- Qualifies as a quantitative reasoning course
- This course may be offered as an “applied” course for students pursuing an alternate diploma

2532 - Geometry (year course)

Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra are examined.

- Grade Level: 9, 10, 11, 12
- Recommended Foundational Courses: Algebra 1A-1B
- Fulfills the Geometry requirement for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

2532 - Honors Geometry (year course)

This rigorous course is more in-depth and moves at a faster pace than the Geometry 1A-1B course. The students in this course examine the properties of two and three dimensional objects. Proofs, logic, and investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric objects include the study of (1) points, lines, angles, and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedron and other solids. Use of graphing calculators and computer drawing programs is encouraged.

- Grade Level: 9, 10, 11, 12
- Recommended Foundational Courses: Algebra 1A-1B
- Fulfills the Geometry requirement for Core 40, AHD & THD

2522 - Algebra II (year course)

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

- Grade Level: 10, 11, 12
- Recommended Foundational Courses: Algebra 1A-1B
- Fulfills the Algebra 2 requirement for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

2522 - Honors Algebra II (year course)

Honors Algebra II is a rigorous course that is more in-depth and moves at a faster pace. This course extends the content of Algebra 1 and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.

- Grade Level: 9, 10, 11, 12
- Recommended Foundational Courses: Algebra 1A-1B and grade of “A” in previous math courses
- Fulfills the Algebra 2 requirement for Core 40, AHD & THD

2524 - Analytical Algebra II (year course)

Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, radical, logarithmic, and other functions. Data analysis, statistics, and probability content should be included throughout the course, as students collect and use univariate and bivariate data to create and interpret mathematical models. Additionally, Analytical Algebra II should 254 Indiana Department of Education High School Course Titles and Descriptions focus on the application of mathematics in various disciplines including business, finance, science, career and technical education, and social sciences using technology to model real-world problems with various functions, using and translating between multiple representations. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is not recommended for students interested in pursuing a STEM degree at a four year institution; this course does not prepare students for PreCalculus/Trigonometry.

- Recommended Grade: 11, 12
- Recommended Prerequisites: Algebra I A-B
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas
- If students use this course to fulfill this credit, the parent and student must sign a consent form notifying the parent and the student that enrollment in Analytical Algebra II may affect the student's ability to attend a particular post-secondary educational institution or enroll in a particular course at a particular post-secondary educational institution because Analytical Algebra II may not align with academic requirements established by the post-secondary educational institution.

2554 - Integrated Mathematics 1 (year course)

Integrated Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied.

- Grade Level: 9, 10, 11, 12
- Recommended Foundational Courses: Teacher recommendation
- Fulfills Integrated Mathematics 1 requirement for Core 40, AHD & THD
- This course may be offered as an "applied" course for students pursuing an alternate diploma

2556 - Integrated Mathematics 2 (year course)

This course focuses on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course.

- Grade Level: 10, 11, 12
- Recommended Foundational Courses: Integrated Math 1
- Fulfills Integrated Mathematics 2 requirement for Core 40, AHD & THD
- This course may be offered as an "applied" course for students pursuing an alternate diploma

2558 - Integrated Mathematics 3 (year course)

This course provides students the opportunity to pull together and apply the accumulation of learning that they have from their previous courses. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems.

- Grade Level: 11, 12
- Recommended Foundational Courses: Integrated Mathematics 2
- Fulfills Integrated Mathematics 3 requirement for Core 40, AHD & THD
- This course may be offered as an "applied" course for students pursuing an alternate diploma

2566 - Trigonometry (1 semester)

Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming.

Students must provide a graphic calculator.

- Grade Level: 10, 11, 12
- Recommended Foundational Courses: Algebra 1, Algebra 2 and Geometry
- Fulfills an additional mathematics requirement for AHD

2563 - AP Precalculus (year course)

AP Precalculus is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. This course covers topics including modeling real-world data, exploring multiple representations, and mastering symbolic manipulation. The course teaches students to approach precalculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

- Grade Level: 10, 11, 12
- Recommended Foundational Courses: Algebra 1, Algebra 2, Geometry
- Fulfills two additional Mathematics requirements for AHD

2564 - Precalculus (1 semester)

The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses.

Students must provide a graphic calculator.

- Grade Level: 10, 11, 12
- Recommended Foundational Courses: Algebra 1, Algebra 2, Geometry, and Trigonometry
- Fulfills an additional Mathematics requirement for AHD

2530 - Finite Mathematics (year course)

This course is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. Technology, such as computers and graphing calculators, should be used frequently.

- Grade Level: 11, 12
- Recommended Foundational Courses: Algebra 2 or Integrated Mathematics 3
- Fulfills an additional mathematics requirement for AHD

2562 - AP Calculus AB (year course)

This Advanced Placement is a course based on content established by the College Board. Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. **An AP exam is given at the end of the course with an additional fee.**

- Grade Level: 11, 12
- Recommended Foundational Courses: Trigonometry/Pre-Calculus
- Fulfills an additional Mathematics requirement for AHD
- Meets one (1) AP requirement for AHD & THD requirements
- Qualifies as a quantitative reasoning course

2572 - AP Calculus BC (year course)

This Advanced Placement is a course based on content established by the College Board. Calculus BC is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; (3) integrals; and (4) polynomial approximations and series. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results the content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. **An AP exam is given at the end of the course with an additional fee.**

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

2570 - AP Statistics (year course)

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

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

MISCELLANEOUS ELECTIVES

0520 - Peer Tutoring (semester course)

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

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

MUSIC & THEATER

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

4170 - Advanced Concert Band (year course)

This course is a **two-semester commitment** open to any wind or percussion player with permission of the director. This ensemble performs as both the Marching Dragons and the Concert Band. Attendance at all Marching Dragon and Concert Band rehearsals, performances and contests is mandatory, unless excused by the director in accordance with department policy. **Marching Dragons** is a co-curricular ensemble, which practices in class, after school, evenings, and weekends. A summer rehearsal schedule is also required, including a band camp, if involved in the Marching Band. The Marching Dragons perform at all varsity football games as well as competitions and parades throughout August, September, October, and November. **Concert Band** performs at the Holiday Concert, ISSMA Organization Contest, Spring Concert, and various varsity basketball games. Other performance opportunities may present themselves throughout the course of the school year.

- Grade Level: 9, 10, 11, 12
- Recommended Foundational Courses: Beginning band and permission of band director
- May be taken for multiple credits.
- Fulfills Fine Arts requirement for AHD
- OR Counts as directed elective or elective credit for Core 40, THD, and AHD

4168 - Intermediate Concert Band (year course)

This course is a **two-semester commitment** open to any wind player with permission of the director. This ensemble performs as both the Marching Dragons and the Concert Band. Attendance at all Marching Dragon and Concert Band rehearsals, performances and contests is mandatory, unless excused by the director in accordance with department policy. **Marching Dragons** is a co-curricular ensemble, which practices in class, after school, evenings, and weekends. A summer rehearsal schedule is also required, including a band camp if involved in the Marching Band. The Marching Dragons perform at all varsity football games as well as competitions and parades throughout August, September, October, and November. **Concert Band** performs at the Holiday Concert, ISSMA Organization Contest, Spring Concert, and various varsity basketball games. Other performance opportunities may present themselves throughout the course of the school year.

- Grade Level: 9, 10, 11, 12
- Recommendation of band director for placement
- May be taken for multiple credits.
- Fulfills Fine Arts requirement for AHD
- OR Counts as directed elective or elective credit for Core 40, THD, and AHD

4160 - Beginning Concert Band (year course)

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

- Grade Level: 9, 10, 11, 12
- May be taken for multiple credits.
- Fulfills Fine Arts requirement for AHD or counts as directed elective or elective credit for Core 40, THD, and AHD
- This course may be offered as an "applied" course for students pursuing an alternate diploma

4146 - Dance Performance (year course)

This course is a **two-semester commitment**. Activities in this class will include a variety of genres, from Ballet, Modern, Jazz, and Hip Hop. Students will develop physical abilities in technique, flexibility, and study of dance performance. The expression of thought, perceptions, and images through movement will be discussed while exploring choreography. Fall and spring recitals are required, with other outside rehearsals and performances occurring periodically throughout the semester. Students may create their own dance choreography for the recital that will be put together outside of class. Prior experience in dance is not required in order to be a part of this ensemble. Fall and Winter Guard members are required to take this class during the fall and spring semesters.

- Grade Level: 9, 10, 11, or 12
- May be taken for multiple credits.
- Fulfills Fine Arts requirement for AHD
- OR Counts as directed elective or elective credit for Core 40, THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

4164 - Jazz Ensemble (year course)

This course is a **two-semester commitment**. This course is open to all students by audition only. Auditions will be held in the spring for the following instruments: saxophone, trumpet, trombone, guitar, piano, string bass, and drum set. Students will receive instruction in the fundamentals of jazz improvisation as they study a wide variety of jazz literature. Attendance at all Jazz Ensemble rehearsals, performances, and contests is mandatory unless excused by the director in accordance with department policy. The ensemble performs at the Holiday and Spring Concerts, Various Jazz Festivals, Jazz Café, and the ISSMA Jazz Competitions. Other performance opportunities may present themselves throughout the course of the semester.

- Grade Level: 10, 11, 12
- Recommendation of band director for placement
- May be taken for multiple credits.
- Fulfills Fine Arts requirement for AHD
- OR Counts as directed elective or elective credit for Core 40, THD

4182 - Beginning Chorus (year course)

This choir is open to all students and is a 2-semester commitment. Performances will be held throughout the school year. Emphasis is on vocal production and basic choral techniques, intonation, phrasing, sight-reading and ear training, general musicianship skills, understandings and attitudes, and the responsibility of individuals to the group. A variety of choral literature will be studied. Students will be expected to actively participate in scheduled rehearsals and are required to attend a limited number of performances outside the school day. Students must also comply with the performance dress code of \$15. Admission is by permission of the director.

- Grade Level: 9, 10, 11, or 12
- May be taken for multiple credits.
- Fulfills Fine Arts requirement for AHD
- OR Counts as directed elective or elective credit for Core 40, THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

4186 - Intermediate Chorus (year course)

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

- Grade Level: 9, 10, 11, 12
- Recommendation of choir director for placement
- May be taken for multiple credits.
- Fulfills Fine Arts requirement for AHD
- OR Counts as directed elective or elective credit for Core 40, THD

4188 - Advanced Chorus (Crimson Heat & Diamond Sensations) (year course)

These chorus groups are competitive choirs that perform many styles of music, including show choir/pop, vocal jazz, and concert literature. These groups will participate in concerts and contests throughout the school year. These ensembles have a mandatory after school rehearsal each week to study choreography and music. Members of these choirs are responsible for purchasing/renting the required uniform outfit (\$350). Full-year enrollment is required and is determined by audition only.

- Grade Level: 10, 11, 12
- Recommendation of choir director for placement
- May be taken for multiple credits.
- Fulfills Fine Arts requirement for AHD
- OR Counts as directed elective or elective credit for Core 40, THD

4248 - Theater Production (one semester)

Students enrolled in Theater Production take on responsibilities associated with rehearsing and presenting a fully mounted theater production. They read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound and costumes; rehearse and perform roles in a production; and direct or serve as assistant director for a production. These activities should incorporate elements of theater history, culture, analysis, response, creative process, and integrated studies.

- Grade Level: 9, 10, 11, 12
- May be taken for multiple credits.
- Fulfills Fine Arts requirement for AHD
- OR Counts as directed elective or elective credit for Core 40, THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

4208 - DC Music Theory (USI MUS 161) (one semester)

The fundamentals of music through part-writing and analysis. Course content includes key signatures, scales, intervals, triads and an introduction to figured bass. No previous knowledge of music is required. This course is a dual credit course through University of Southern Indiana for 3 credit hours (MUS 161 - Music Theory I). Additional tuition fees for college credit apply.

- Grade Level: 10, 11, 12
- Fulfills one (1) Fine Arts requirement for AHD
- OR Meets directed elective or elective credit for Core 40, AHD & THD
- Meets one (1) Dual Credit requirements for AHD & THD if student earns MUSI 161 credit

RESTRICTED CLASSES

AVAILABLE ONLY TO THOSE STUDENTS WHO HAVE BEEN DESIGNATED

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

0500 - Basic Skills Development (year course)

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

- Grade Level: 9, 10, 11, 12
- May be taken for multiple credits (up to 8 credits)
- Counts as an elective credit for all diploma types

0500 - English Language (EL) Basic Skills Development (year course)

The goal of this course is students' acquisition of essential structures and sentence patterns of basic introductory English as needed to help students be successful in their regular academic coursework at New Palestine High School. This course is intended to serve as a support for Limited English Proficiency (LEP) students as they adjust to life as New Palestine High School students. It is suggested that students with a WIDA score < 5 enroll.

- Grade Level: 9, 10, 11, 12
- May be taken for multiple credits (up to 8 credits)
- Counts as an elective credit for all diploma types

0522 - Career Exploration (year course)

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

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

0500 - Life Skills (year course)

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

SCIENCE

5276 - Anatomy & Physiology (year course)

A *rigorous* course in which students investigate concepts related to the human body, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. The cardiovascular system and digestive system are also explored. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

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

3092 - Advanced Science, Special Topics: Astronomy (semester course)

A rigorous comprehensive course designed for students with a passion for exploring the mysteries of the universe. This course goes beyond the basics, delving into advanced concepts in astronomy, astrophysics, and observational techniques. Students will engage in hands-on activities, simulations, and research projects to deepen their understanding of the cosmos. Throughout the course, students will engage in a variety of hands-on activities and laboratory experiments to develop critical thinking skills and a robust understanding of advanced astronomical principals. These include Celestial Mechanics and Gravitation, Stellar Astrophysics, Galactic Structures and Cosmology, Planetary Systems, High-Energy Astrophysics, Observational Astronomy and data analysis, astrobiology and the search for extraterrestrial life, astrophotography, and space exploration. This course is tailored for students with a strong interest in astronomy and astrophysics. By combining theoretical knowledge with practical skills and research experiences, students will gain a deeper appreciation for the vastness of the cosmos and the intricacies of celestial phenomena. Successful completion of this course will prepare students for advanced studies in astronomy, astrophysics, physics, and related fields, fostering a lifelong curiosity about the universe.

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

3024 - Biology (year course)

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

- Grade Level: 9, 10
- Fulfills Biology requirement for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

3090 - DC Biology (VU BIOL 100) (year course)

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

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

3020 - AP Biology (year course)

This course is based on the content established by the College Board. This *rigorous* course includes: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. An AP exam will be given at the end of the course with an additional fee.

- Grade Level: 11, 12
- Recommended Foundational Courses: Biology and Chemistry
- Counts as science course for Core 40, AHD & THD
- OR counts as directed elective or elective for Core 40, AHD & THD
- Meets one (1) AP requirement for AHD & THD requirements
- Qualifies as a quantitative reasoning course

3108 - Integrated Chemistry/Physics (year course)

This course focuses on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction focuses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures

- Grade Level: 9,10, 11, 12
- Recommended Foundational Courses: Algebra I or Integrated Math 2
- Fulfills requirement for Integrated Chemistry-Physics for Core 40, AHD & THD
- OR Counts as a directed elective or elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

3064 - Chemistry (year course)

Chemistry is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gasses, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Focus is placed on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Grade Level: 9,10, 11, 12
- Recommended Foundational Courses: Algebra 1
- Fulfills Chemistry requirement for Core 40, AHD, THD
- Qualifies as a quantitative reasoning course
- This course may be offered as an “applied” course for students pursuing an alternate diploma

3090 - DC Chemistry (VU CHEM 100 & CHEM 100L) 4 credit hours (year course)

This course will develop student understanding in scientific knowledge gained from observation of natural phenomena and experimentation. Students will spend time designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Additional focus on topics such as the lab safety, the atom, the periodic table, classification of matter, changes in matter, nomenclature, chemical reactions, stoichiometry, thermochemistry, acids and bases, kinetics, equilibrium, coordination chemistry, and quantum theory are covered. Special emphasis is placed on hands-on activities, inquiry-learning, laboratory experiences and problem-solving that will prepare students for more challenging courses. This course is a dual credit course through Vincennes University for 4 credit hours (CHEM 100 Elementary Chemistry & CHEM 100L Elementary Chemistry Lab). Additional tuition fees for college credit apply.

- Grade Level: 9, 10, 11,12
- Recommended Foundational Courses: Algebra 1 with C or higher
- Fulfills Chemistry requirement for Core 40, AHD, THD
- Qualifies as a quantitative reasoning course

3060 - AP Chemistry (year course)

This is a course based on content established by the College Board. A *rigorous* course that includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gasses, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. An AP exam will be given at the end of the course with an additional fee.

- Grade Level: 11, 12
- Recommended Foundational Courses: Chemistry, Algebra 2, Pre-calculus/Trigonometry or concurrent enrollment
- Counts as a science credit for Core 40, AHD & THD
- OR counts as directed elective or elective for Core 40, AHD & THD
- Meets one (1) AP requirement for AHD & THD (if applicable)
- Qualifies as a quantitative reasoning course

3044 - Earth and Space Science (year course)

This course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction focuses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Grade Level: 9, 10, 11, 12
- Fulfills as science requirement for Core 40, AHD & THD
- OR Counts as elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

3010 - Environmental Science (year course)

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

- Grade Level: 10, 11, 12
- Recommended Foundational Courses: 2 credits in science coursework
- Fulfills as science requirement for Core 40, AHD & THD
- Or counts as directed elective or elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma
- AP Environmental Science and Environmental Science will be offered in alternating school years, starting in the 2025-2026 school year with AP Environmental Science

3012 - AP Environmental Science (year course)

This is a course based on content established by the College Board. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. An AP exam will be given at the end of the course with an additional fee.

- Grade Level: 10, 11, 12
- Recommended Foundational Courses: Biology, Algebra I and Chemistry I
- Fulfills as science requirement for Core 40, AHD & THD
- OR Counts as elective credit for Core 40, AHD & THD
- Meets one (1) AP requirement for AHD & THD requirements
- Qualifies as a quantitative reasoning course
- AP Environmental Science and Environmental Science will be offered in alternating school years, starting in the 2025-2026 school year with AP Environmental Science

3092 - Advanced Science. Special Topics: Geology (semester course)

A rigorous comprehensive course designed to deepen your understanding of the Earth's dynamic processes and geological features. This advanced level class explores the intricate relationships between geological processes, natural resources, and the environment. Throughout the course, students will engage in a variety of hands-on activities, laboratory experiments, and fieldwork to develop critical thinking skills and a robust understanding of advanced geological principles. These include Plate Tectonics, Geologic Time, Earth's Surface Processes, Mineralogy/Petrology, Environmental Geology, Sedimentology/Stratigraphy, and Structural Geology. This course is designed for motivated students with a strong interest in earth sciences. It provides a challenging yet rewarding exploration of the Earth's dynamic processes, fostering a deeper appreciation for the geological forces that have shaped our planet over millions of years. Successful completion of this course will not only prepare students for advanced studies in geology but also equip them with valuable analytical skills applicable to various scientific disciplines.

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

3092 - Genetics (year course)

In this course, students investigate extensions and exceptions to Mendel's laws, such as lethal genes, multiple alleles, different dominance relationships, and epistasis. Students will explore maternal inheritance, mitochondrial genes, and linkage of genes on chromosomes. Sex linkage, X inactivation, and sex-influenced traits will also be researched. Students will also study the genetics of cancer and lab activities will be incorporated into this advanced course. In the second semester students will focus on the molecular level of genetics by investigating DNA structure and function. Students will explain gene functions and gene mutations as they investigate applications of genetics through genetic engineering, gene therapy and Human Genome Project.

- Grade Level: Grade 9, 10, 11,12
- Recommended Foundational Courses: Biology and Algebra I
- Fulfills as science requirement for Core 40, AHD & THD
- OR Counts as directed elective or elective credit for Core 40, AHD & THD

3092 - Advanced Science. Special Topics: Introduction to Forensic Sciences (year course)

Advanced Science, Special Topics is any science course that is grounded in extended laboratory, field, and literature investigations in one or more specialized science disciplines (e.g., anatomy/physiology, astronomy, biochemistry, botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry). Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. In Introduction to Forensic Sciences students will learn how to observe, collect, analyze, and evaluate various types of evidence found at crime scenes.

- Grade Level: Grade 10, 11,12
- Recommended Foundational Courses: Biology, Chemistry and Algebra I
- Fulfills as science requirement for Core 40, AHD & THD
- OR Counts as directed elective or elective credit for Core 40, AHD & THD

3062 - Microbiology (semester course)

This advanced biology course focuses on the unseen world. Extensive laboratory work dealing with bacteria, viruses, and fungi in relation to identification techniques and applications in environmental, food, pharmaceutical science is covered.

- Grade Level: 11, 12
- Recommended Foundational Courses: Biology and Chemistry or Integrated Chemistry & Integrated Physics
- Counts as elective for Core 40, AHD & THD
- OR counts as one (1) science credit for Core 40, AHD & THD
- Course offering is subject to enrollment.

3090 - DC Physics (VU PHYS 215) (year course)

This is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction focuses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. This course is a dual credit course through Vincennes University for 4 credit hours (PHYS 215 General Physics I). Additional tuition fees for college credit apply.

- Grade Level: 10, 11, 12
- Recommended Foundational Courses: Algebra 1, Algebra 2, Geometry and Trigonometry (or concurrent enrollment)
- Fulfills science requirement for Core 40, AHD & THD
- OR counts as elective for Core 40, AHD & THD
- Qualifies as a quantitative reasoning course

3080 - AP Physics (Algebra-based) (year course)

This course is based on the content established by the CollegeBoard. This course is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. An AP exam will be given at the end of the course with an additional fee.

- Grade Level: 11, 12
- Recommended Foundational Courses: Physics I, Algebra I or Integrated Mathematics 1
- Fulfills as science requirement for Core 40, AHD & THD
- OR Counts as elective credit for Core 40, AHD & THD
- Meets one (1) AP requirement for AHD & THD requirements
- Qualifies as a quantitative reasoning course

SOCIAL STUDIES

1508 - Citizenship & Civics (semester course)

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

- Grade Level: 10, 11, 12
- Counts as elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1548 - World History & Civilization (year course)

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

- Grade Level: 9, 10
- Credit for World History should be earned by the end of grade 10
- Fulfills World History requirement for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1542 - United States History (year course)

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

- Grade Level: 11, 12
- Credit for US History should be earned by the end of grade 11
- Fulfills the US History requirement for all diplomas
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1542 - DC United States History (year course)

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

- Grade Level: 11
- Prerequisite: 2.7 GPA or higher
- Credit for US History should be earned by the end of grade 11
- Fulfills two of the US History credits for all diplomas
- Meets two (2) Dual Credit requirements for AHD & THD, if student earns HIST H105 and H106 credit

1538 - Topics in History: History through Sports and Film (semester course)

History through Sports and Film will explore historical events, social movements, and cultural developments through the lens of sports and film. Students will analyze how sports have reflected and influenced societal and historical changes. By examining key historical moments depicted in films and the role of sports in shaping cultural narratives, students will develop critical thinking, media literacy, and a deeper understanding of the interconnectedness of history, culture, and society.

- Recommended Grade: 10, 11, 12
- Recommended Prerequisites: World History and Civilization
- Counts as an elective or directed elective for all diplomas
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1538 - Topics in History: World War II (semester course)

Topics in History provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. This course will focus on themes related to World War II. Students will gain a deeper understanding of WWII and its impact on the world.

- Recommended Grade: 11, 12
- Recommended Prerequisites: United States History or World History and Civilization
- Counts as an elective or directed elective for all diplomas
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1532 - Psychology (semester course)

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

- Grade Level: 11, 12
- Counts as elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1574 - DC Psychology (year course)

In the first half of this course, students survey the research and theories of the science of human behavior with a particular focus on human mental processes. Among the topics discussed are neurobiology, sensory psychology, memory, states of consciousness, learning, and psychophysiology. In the second half of this course, students survey the research and theories of the science of human behavior with a particular focus on human mental processes. Among the topics discussed are motivation, developmental, personality, abnormal psychology, treatment and social psychology. This course is a dual credit course through Indiana University for 6 credit hours (PSY-P 101 Introductory Psychology 1 and PSY-P 102 Introductory Psychology 2). Additional tuition fees for college credit apply. This course is listed in the Core Transfer Library.

- Grade Level: 11, 12
- Prerequisite: 2.7 GPA or higher
- Counts as elective credit for Core 40, AHD & THD
- Meets two (2) dual credit requirements for AHD & THD requirements

1534 - Sociology (semester course)

This course allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people’s attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today’s world.

- Grade Level: 11, 12
- Counts as elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1514 - Economics (semester course)

This course examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

- Grade Level: 12
- Fulfills the Economics requirement for Core 40, AHD & THD
- Qualifies as a quantitative reasoning course
- This course may be offered as an “applied” course for students pursuing an alternate diploma

1540 - United States Government (semester course)

This course provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

- Grade Level: 12
- Fulfills the Government requirement for Core 40, AHD & THD
- This course may be offered as an "applied" course for students pursuing an alternate diploma

1540 - DC United States Government (semester course)

High school government classes typically examine the American political process primarily from the perspective of the citizen under the microscope - what does it mean to be a citizen - what are your rights, responsibilities, and opportunities for action? In this college course such a perspective is important, but we go beyond it, inviting you to share the view of the political science researcher looking into the microscope. What makes citizens tick? How do they make decisions? How do people organize themselves and express their various interests? How do they decide what role the government ought to play in their lives, and what happens if they disagree about such fundamental issues? Do people make rational decisions when they vote? What does it mean to be rational? Does the democratic process "work"? These are the kinds of questions political scientists ask about their subjects, and the answers are not always what we, the subjects, might guess. *This course is a dual credit course through Indiana University for 3 credit hours (POLS Y103 Intro to American Politics). Additional tuition fees for college credit apply. This course is listed in the Core Transfer Library.

- Grade Level: 12
- Recommended Foundational Courses: US History A-B or DC US History A-B
- Prerequisite: 2.7 GPA or higher
- Fulfills the Government requirement for Core 40, AHD & THD
- Meets one (1) Dual Credit requirement for AHD & THD, if student earns POLS Y103 credit

1540 - We The People (DC United States Government) (fall semester only)

In this course, students will study the U.S. government foundations and political theories with relation to present day laws. Students in this class also will participate in the We the People... competition, which will require time outside of class for preparation and practice, making it co-curricular. The program enhances students' understanding of the institutions of American constitutional democracy, while discovering the contemporary relevance of the Constitution and Bill of Rights. Students will have opportunities to evaluate, take, and defend positions on relevant historical and contemporary issues. The following is covered in the course curriculum: political theory, constitutional underpinnings of United States government, political beliefs and behaviors that lead individuals to vote a certain way, the influence of political parties, interest groups, and mass media on elections and government, the institutions of the national government such as Congress, the Presidency, Bureaucracy, and Federal Courts, and a study of individual civil rights and civil liberties through case law. While in class, students will participate in mock simulations, debates, and discussions over historical application of constitutional principles as well as current events. This course will be offered only in the fall semester in order to participate in the "We the People..." Competition. This course is a dual credit course through Indiana University for 3 credit hours (POLS Y103 Intro to American Politics). Additional tuition fees for college credit apply. This course is listed in the Core Transfer Library.

- Grade Level: 12
- Recommended Foundational Courses: US History or DC US History
- Prerequisite: 2.7 GPA or higher and application submitted
- Fulfills the Government requirement for Core 40, AHD & THD
- Meets one (1) Dual Credit requirement for AHD & THD, if student earns POLS Y103 credit

1516 - Ethnic Studies (semester course)

This course provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.

- Grade Level: 9, 10, 11, 12
- Counts as an elective credit for Core 40, AHD & THD
- This course may be offered as an "applied" course for students pursuing an alternate diploma

1518 - Indiana Studies (semester course)

This course is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history and culture. The course uses Indiana history as a basis for understanding current policies, practices and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and students will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

- Grade Level: 9, 10, 11, 12
- Counts as an elective credit for Core 40, AHD & THD
- This course may be offered as an “applied” course for students pursuing an alternate diploma

WORLD LANGUAGES

2120 - Spanish 1 (year course)

This beginning study of the Spanish language introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. Emphasis is given to conversational skills, thus requiring daily oral class participation. Students will also be learning basic grammar needed to construct and read passages in the present tense.

- Grade Level: 9, 10, 11, 12
- Fulfills a World Language requirement for AHD
- OR Counts as directed elective or elective credit for Core 40, THD

2122 - Spanish 2 (year course)

A continuation of Spanish 1 that builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed elective purposes. Oral comprehension, speaking, reading, and writing Spanish are emphasized, along with the study of basic Spanish grammar. The study of Spanish and Latin American culture is continued with emphasis on the past tenses and constructing basic sentences.

- Grade Level: 10, 11, 12
- Recommended Foundational Courses: Spanish 1
- Fulfills a World Language requirement for AHD
- OR Counts as directed elective or elective credit for Core 40, THD

2124 - Spanish 3 (year course)

A continuation of Spanish 2. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. Students will practice conversing and understanding Spanish spoken by native speakers while studying culture and topics relevant to the student. Students will also be expected to write essays and read short stories as well as long reading passages. Grammar constructs are more advanced at this level. This course may be taken as a dual credit course through Vincennes University for 4 credits hours (VU SPAN 101 & 103). Additional fees per credit hour will apply.

- Grade Level: 11, 12
- Recommended Foundational Courses: Spanish 2
- Fulfills a World Language requirement for AHD
- OR Counts as directed elective or elective credit for Core 40, THD
- Fulfills one (1) dual credit requirement for AHD & THD, if student earns college credits

2126 - DC Spanish 4 (year course)

A continuation of Spanish 3 where application to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. The students will begin to polish their speaking and listening skills. They should be able to converse with native speakers by the end of the year. Students will read short stories and other long reading passages. Students will also learn some of the more advanced grammar concepts and emphasis will be on learning about the Spanish-speaking world. This course is a dual credit course through Vincennes University for 6 credits hours (VU SPAN 201 & 203). Additional fees per credit hour will apply.

- Grade Level: 12
- Recommended Foundational Courses: Spanish 3 or DC Spanish 3
- Fulfills a World Language requirement for AHD
- OR Counts as directed elective or elective credit for Core 40, THD
- Fulfills two (2) dual credit requirement for AHD & THD, if student earns S201 & S203 credit
- *Listed on Priority Course List for AHD & THD requirements.

2156 - American Sign Language I (year course)

This course introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notional approach, and discusses cultural features of the deaf community. Emphasis is placed on development of receptive and expressive language skills. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogues; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing. Students also learn to recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole.

- Grade Level: 9, 10, 11, 12
- Fulfills a World Language requirement for AHD
- OR Counts as directed elective or elective credit for Core 40, THD

2158 - American Sign Language II (year course)

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

- Grade Level: 10, 11, 12
- Fulfills a World Language requirement for AHD
- OR Counts as directed elective or elective credit for Core 40, THD

2162 - American Sign Language III (year course)

American Sign Language III is a course that continues to focus on the students' non-verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on various topics, moving from concrete to more abstract concepts. This course provides opportunities for students to learn to express themselves in advanced situations, using more sophisticated vocabulary and structure; apply advanced grammatical features, such as descriptors, classifier use and various numbering systems; and develop the ability to discuss topics related to historical and contemporary events and issues within the deaf community.

- Grade Level: 11, 12
- Fulfills a World Language requirement for AHD
- OR Counts as directed elective or elective credit for Core 40, THD

NPBS EARLY COLLEGE DUAL CREDIT COURSES

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

MATH COURSES

MATH 102 - College Algebra 3 credit hours (one semester)

Designed as a pre-calculus course for the study of functions (including polynomial, rational, exponential, and logarithmic) and their graphs; includes transformations of functions, operations on functions, solution methods for linear and nonlinear equations, and inequalities, and selected topics from analytic geometry. Utilizes graphing technology. *This course is a transfer/IN course.*

- Grade Level: 11,12
 - Recommended Foundational Courses: Algebra 1, Geometry, Algebra 2
 - Fulfills one (1) credit additional math requirement for AHD
 - OR Counts as directed elective or elective credit for Core 40, THD
 - Meets one (1) dual credit requirements for AHD & THD requirements, if student earns MATH 102 credit
- Required Prerequisite: SAT Math 560 OR ACCUPLACER Math 255

MATH 103 - Quantitative Reasoning 3 credit hours (one semester)

This course is for the non-science major with an emphasis on proportional reasoning and solving real-life problems. Topics include the mathematics of finance, graph theory, linear programming, counting techniques and probability, mathematical modeling, and statistics. *This course is a transfer/IN course.*

- Grade Level: 11,12
 - Recommended Foundational Courses: Algebra 1, Geometry, Algebra 2
 - Fulfills one (1) credit additional math requirement for AHD
 - OR Counts as directed elective or elective credit for Core 40, THD
 - Meets one (1) dual credit requirements for AHD & THD requirements, if student earns MATH 103 credit
- Required Prerequisite: SAT Math 560 OR ACCUPLACER Math 255

MATH 111 - Finite Mathematics 3 credit hours (one semester)

Basic set theory, counting techniques, probability (including Markov chains, random variables, binomial distribution, and expected value), linear systems, matrices, linear programming and finance. Applications to problems from business and social sciences. *This course is a transfer/IN course.*

- Grade Level: 11,12
 - Recommended Foundational Courses: Algebra 1, Geometry, Algebra 2
 - Fulfills one (1) credit additional math requirement for AHD
 - OR Counts as directed elective or elective credit for Core 40, THD
 - Meets one (1) dual credit requirements for AHD & THD requirements, if student earns MATH 111 credit
- Required Prerequisite: SAT Math 560 OR ACCUPLACER Math 255

SCIENCE COURSES

BIOL 100 - Biology: Connections and Impacts 3 credit hours (year course)

This course is a 3 hour college level non-majors course. This course uses hands-on methods to investigate characteristics, processes, and phenomena common to humans and their environment such as cell biology, genetics, and inheritance. Students will also apply scientific methods to study biology as well as discuss the role of ethics in science.

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

CHEM 100/CHEM 100L - Elementary Chemistry & Elementary Chemistry Lab 4 credit hours (year course)

This course will develop student understanding in scientific knowledge gained from observation of natural phenomena and experimentation. Students will spend time designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Additional focus on topics such as the lab safety, the atom, the periodic table, classification of matter, changes in matter, nomenclature, chemical reactions, stoichiometry, thermochemistry, acids and bases, kinetics, equilibrium, coordination

chemistry, and quantum theory are covered. Special emphasis is placed on hands-on activities, inquiry-learning, laboratory experiences and problem-solving that will prepare students for more challenging courses.

- Grade Level: 9, 10, 11,12
- Recommended Foundational Courses: Algebra 1 with C or higher
- Fulfills Chemistry requirement for Core 40, AHD, THD
- Qualifies as a quantitative reasoning course

ENGLISH COURSES

ENGL 101- English Composition I 3 credit hours (fall semester)

English Composition I is a college level course in critical reading and writing designed to help students develop their ability to think critically, to organize their thoughts, and to express ideas clearly and effectively. The course will focus on the various modes of expository writing, such as process, description, narration, comparison, cause/effect, and analysis, and give significant focus to argumentation. Students will be introduced to documentation. Numerous in-class assignments are required in addition to extended essays written outside of class. Required of all students. This course is a transferIN course..

Required Prerequisites: PSAT Reading subscore 21 OR PSAT EBRW score 510 AND PSAT Writing subscore 22

ENGL 102- English Composition II 3 credit hours (spring semester)

A continued development of writing skills introduced in ENGL 101. Students learn how to conduct research and how to base their writing on research. In addition to shorter documented papers, all students are required to write a longer investigative paper that must be fully documented according to MLA standards. This course is a transferIN course.

Prerequisite(s): A grade of C or better in ENGL 101.

SOCIAL SCIENCE AND HISTORY COURSES

HIST 139 - American History I 3 credit hours (one semester)

The colonial period; causes and results of the American Revolution; the development of the federal system of government; the growth of democracy; early popular American culture; territorial expansion; slavery and its effects; sectionalism; causes and effects of the Civil War; Reconstruction, political and economic. *This course is a transferIN course.*

- Grade Level: 11,12
- Counts as one (1) US History credit for Core 40, THD, & AHD
- Meets one (1) dual credit requirements for AHD & THD requirements, if student earns HIST 139 credit

Required Prerequisites: SAT Reading subscore 21 OR SAT EBRW score 510 AND SAT Writing subscore 22 or SAT EBRW score 510 AND SAT Math score 560

HIST 140 - American History II 3 credit hours (one semester)

Industrial growth of the nation and its effects, agrarian and urban discontent and attempts at reform, World War I, the Roaring Twenties, social and governmental changes of the thirties, World War II and its consequences, the growth of the federal government, social and political upheaval in the sixties and seventies, and the conservatism of the eighties.

This course is a transferIN course.

- Grade Level: 11,12
- Counts as one (1) US History credit for Core 40, THD, & AHD
- Meets one (1) dual credit requirements for AHD & THD requirements, if student earns HIST 140 credit

Required Prerequisites: SAT Reading subscore 21 OR SAT EBRW score 510 AND SAT Writing subscore 22 or SAT EBRW score 510 AND SAT Math score 560

ART AND MUSIC COURSES

MUSI 218- Music Appreciation 3 credit hours (one semester)

This course is an introduction to music stressing the art of listening with discussions of prominent composers, their works and their styles. No previous knowledge of music is required. *This course is a transfer IN course.*

- Grade Level: 10
- Fulfills one (1) Fine Arts requirement for AHD
- OR Meets directed elective or elective credit for Core 40, AHD & THD
- Meets one (1) Dual Credit requirements for AHD & THD if students earns MUSI 218 credit
- *Listed on Priority Course List for AHD & THD requirements

BUSINESS AND COMMUNICATION COURSES

COMP 110- Introduction to Computer Concepts 3 credit hours (one semester)

ONLY AVAILABLE TO EARLY COLLEGE STUDENTS This course is designed as a one-semester study for students from all areas of concentration. Students will be exposed to the historic, current, and future roles of information systems as well as the importance of computers in all aspects of our modern society. General hardware and software features of modern systems will be discussed. Current word processing, spreadsheet, database, and presentation software will be covered. *This course is a transferIN course.*

- Grade Level: 9
- Meets directed elective or elective credit for Core 40, AHD & THD
- Meets one (1) Dual Credit requirements for AHD & THD if students earns COMP 110 credit
- ***Listed on Priority Course List for AHD & THD requirements**

ECON 100- Elements of Economics 3 credit hours (one semester)

An introductory course intended primarily for students who need only one semester of economics. A survey of microeconomics, macroeconomics, international economics, comparative economic systems, historical development of economic thought. *This course is a transferIN course.*

- Grade Level: 12
- Meets Economics credit for Core 40, AHD & THD
- Meets one (1) Dual Credit requirements for AHD & THD if students earns ECON 100 credit
- ***Listed on Priority Course List for AHD & THD requirements**

ECON 208- Personal Financial Management 3 credit hours (spring semester)

A study of the financial concerns of individuals and families. Included are family budgeting, insurance decisions, estate planning, installment buying, investment planning and tax problems. *This course is a transferIN course.*

- Grade Level: 12
- Meets directed elective or elective credit for Core 40, AHD & THD
- Meets one (1) Dual Credit requirements for AHD & THD if students earns ECON 208 credit
- ***Listed on Priority Course List for AHD & THD requirements**

Required Prerequisite: PSAT Reading subscore 21 AND PSAT Writing subscore 22

COMM 143- Speech 3 credit hours (one semester)

Introduces fundamental concepts and skills for effective public speaking including audience analysis, outlining, research, delivery, critical listening and evaluation, and the use of visual aids/technology. *This course is a transferIN course.*

- Grade Level: 10, 11, 12
- Fulfills an English/Language Arts requirement for Core 40, AHD & THD
- Meets one (1) Dual Credit requirements for AHD & THD if students earns COMM 143 at the completion of the course
- ***Listed on Priority Course List for AHD & THD requirements**

Required Prerequisite: PSAT Reading subscore 21 AND PSAT Writing subscore 22

COMM 148- Interpersonal Communication 3 credit hours (one semester)

A course providing theory, actual practice, and criticism for examining and changing human interactions in work, family, and social contexts. The course will focus on perception, message encoding and decoding, feedback, listening skills, causes for communication breakdowns, and other elements affecting interpersonal communication. *This course is a transferIN course.*

- Grade Level: 10, 11, 12
- Fulfills an English/Language Arts requirement for Core 40, AHD & THD
- Meets one (1) Dual Credit requirements for AHD & THD if students earns COMM 148 at the completion of the course
- ***Listed on Priority Course List for AHD & THD requirements**

Required Prerequisite: PSAT Reading subscore 23 AND PSAT Writing subscore 25

MGMT 250 - Introduction to Management 3 credit hours (one semester)

The purpose of this course is to prepare students to develop their personal philosophy of management. Management concepts presented in this course are based on traditionally accepted management theory and represent practical tools that managers commonly use to meet organizational challenges. Students will be introduced to many possible situations that managers must frequently handle.

- Grade Level: 12
- Meets directed elective or elective credit for Core 40, AHD & THD
- Meets one (1) Dual Credit requirements for AHD & THD if students earns MGMT 250 credit

ENTR 221 - Creating a Small Business 3 credit hours (one semester)

Topics will include analyzing your own potential, business feasibility, franchising location, insurance and owner liability, obtaining necessary capital, getting financial assistance, business plan development and computer simulation. 3 lecture hours. **Writing Reading and Speaking Intensive Course**

- Grade Level: 12
- Meets directed elective or elective credit for Core 40, AHD & THD
- Meets one (1) Dual Credit requirements for AHD & THD if students earns ENTR 221 credit

FAMILY AND CONSUMER SCIENCE COURSES

SSKL 106 - Preparing for College & Careers - 2 credit hours (one semester)

ONLY AVAILABLE TO EARLY COLLEGE STUDENTS The purpose of this course is to assist students in examining the components of career choice, especially as it relates to the selection of a college major or a career direction. It is appropriate for students who are uncertain about an educational goal. The focus is on career awareness, personal awareness, and educational awareness as they relate to the process of career choice. Emphasis is placed on planning skills, self-assessment, career options, gathering occupational information, decision making strategies, interviewing skills, and job search techniques.

- Grade Level: 9
- Meets Career Planning NPHS requirement for all diplomas
- Meets one (1) Dual Credit requirements for AHD & THD if student earns SSKL 106 credit
- *Listed on Priority Course List for AHD & THD requirements

EDUC 200 - Computer Technology for Teachers (Education Technology) - 3 credit hours (one semester)

This course will give education students an introduction to the computer as an instructional tool. Students will be instructed in the use of a learning management system (Google Classroom, including Google Suite Components: Drive, Docs, Slides, Forms, Drawing, and Calendar) in order to meet the needs of the online learner. Students will also be instructed in the use of collaborative tools, as well as computer-managed assessments. Social Media as an enhancement to learning will also be explored.

- Grade Level: 11, 12
- Meets one (1) Dual Credit requirements for AHD & THD if students earns EDUC 200 credit
- *Listed on Priority Course List for AHD & THD requirements

EDUC 291 - Introduction to Exceptionalities - 3 credit hours (one semester)

An overview of disabilities in regards to definition, etiology, characteristics, and preventions. Teaching and parenting roles will be explored in relation to current practices used in today's classroom. Methods used to help individuals achieve their full potential will be considered.

- Grade Level: 11, 12
- Meets one (1) Dual Credit requirements for AHD & THD if students earns EDUC 291 credit
- *Listed on Priority Course List for AHD & THD requirements

University of Indianapolis Educational Psychology - EDUC 203 - Psychology of Development, Learning, and Instruction

This in-depth interdisciplinary course is required for admission to the teacher education program. It is also a required course for the Child and Youth Programs Minor. It is designed to provide you with an introduction to major domains of human development (e.g., physical, cognitive, and psycho-social) as they relate to the principles of learning and instruction. Examination of the normative developmental characteristics of P-12 learners provides the foundation from which candidates will identify risk and resilience factors related to student achievement, apply theories and concepts from educational and developmental psychology to evaluate the developmental responsiveness of various school based practices, and be introduced to the process of analyzing student data to design instruction. It is also designed to provide a foundation for your own development as a reflective educator who views learning as a lifelong process. Effective teachers keep in mind the developmental processes that contributed to where the learner (and the teacher) is now and where s/he is headed (INTASC #2).

- Grade Level: 11, 12
- Meets one (1) Dual Credit requirements for AHD & THD if students earns EDUC 203 credit
- *Listed on Priority Course List for AHD & THD requirements

WORLD LANGUAGE COURSES

SPAN 103- Spanish Level II 4 credit hours (year course, Spanish 3)

A continuation of SPAN 101 with structured oral communication, vocabulary building. Continued emphasis on listening and speaking skills. Reading of graded and glossed materials, basic grammatical structures, writing. *This course is a transferable course.*

- Grade Level: 11, 12
- Recommended Foundational Courses: Spanish 2
- Fulfills a World Language requirement for AHD
- OR Counts as directed elective or elective credit for Core 40, THD
- Fulfills one (1) dual credit requirement for AHD & THD, if student earns SPAN 103 credit

Career & Technical Programs

Walker Career Center & Hancock County Career Center (HC3)

New Palestine High School partners with both Walker Career Center and Hancock County Career Center to provide career and technical programming to our students. Students can apply to participate in these programs during their junior and senior years. Students should watch for communication from the Counseling Department about the application process for these programs. Space in these programs is limited and students are not guaranteed admission. Various factors (including, but not limited to: attendance, discipline, current academic progress, and program availability) will be considered to determine admission into each program. Any questions regarding these programs should be directed to each student's specific counselor.

CAREER & TECHNICAL PROGRAMS - HANCOCK COUNTY CAREER CENTER (HC3) & WALKER CAREER CENTER (WCC)			
<u>Walker Career Center</u>		<u>Hancock County Career Center (HC3)</u>	
	Automotive Collision Repair		Aviation
	Automotive Service Technology		Criminal Justice
	Barbering		Construction Trades: Carpentry
	Construction Trades: Masonry		Construction Trades: HVAC
	Cosmetology		Emergency Medical Services
	Dental Careers		Pre-Nursing/Healthcare Specialist: CCMA or CNA
	Digital Design		IT Operations
	Hospitality Management		Veterinary Science
	Precision Machine Technology		Welding
	Radio		
	TV		

More information about Walker Career Center programs can be found [here](#).

More information about Hancock County Career Center programs can be found [here](#).