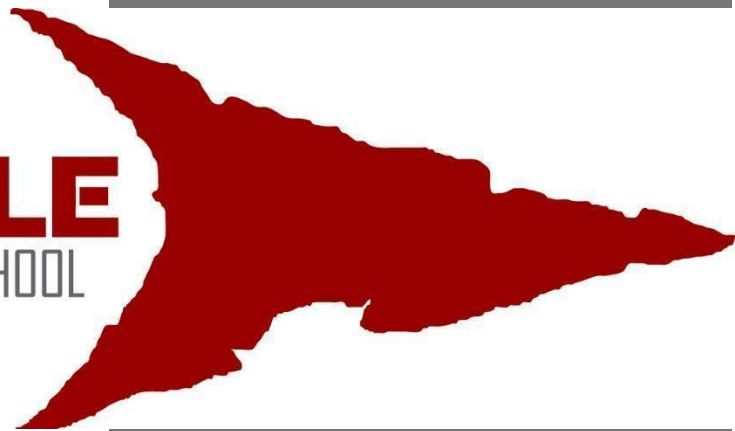


2026-2027

Course Offerings

DANVILLE
COMMUNITY HIGH SCHOOL



THE **DANVILLE** DIFFERENCE

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General Scheduling Information

ADVANCED COURSES FOR COLLEGE CREDIT (DUAL CREDIT)

Advanced Course for College Credit (ACP) covers (1) any college-level course offered for credit by an accredited postsecondary institution through an approved agreement with a secondary school, or (2) any other postsecondary course offered for dual credit under the provisions of 511 IAC 6-10. The intent of these courses is to allow schools to award high school credit to students for taking college courses with content that goes beyond that currently approved for high school credit.

Textbooks for dual credit courses are determined by the postsecondary institution. Students will be expected to purchase those textbooks outright. Financial aid for these costs may be available. Students should speak with their guidance counselors for further information.

ADVANCED PLACEMENT COURSES

Advanced Placement (AP) courses are intended to be equivalent to similar college-level courses. The College Board does not designate a time period during which the content of the high school course is to be covered. Most AP courses require two traditional semesters to adequately address the course content and prepare students for the associated exam. **Please note some of these exam fees may be covered by the state, but others will not. The list of fees covered by the state changes from year to year and is not available to schools until close to the time for AP exams to be taken. For that reason, any student taking an AP course should plan on needing to pay for the corresponding AP exam. Financial aid for these costs may be available. Students should speak with their guidance counselors for further information.**

CLASS RANK

Class rank, figured for each student at the end of each semester, will be determined on a weighted GPA. Valedictorian and salutatorian will be determined at the end of a student's eighth semester or the end of the senior year and will be determined on a weighted system. The grade of "A+" is figured into class rank the same as the grade of "A." The following point scale will be used when figuring class rank for all students:

A	4.0	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.0
B+	3.33	C	2.0	D-	0.67
B	3.0	C-	1.67	F	

Diploma Types for Class of 2027 and 2028:

CORE 40 DIPLOMA

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

*A school corporation cannot require a student with a disability to complete locally required credits that exceed state credit requirements to receive a diploma unless otherwise required as part of the student's individualized education program under IC 20-35.

Indiana Diploma with Academic Honors Designation (47 min. cr.)

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a 3.0 or better.
- Complete one of the following:
 1. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 2. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
 3. Earn two of the following:
 - i. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
 - ii. 2 credits in AP courses and corresponding AP exams,
 - iii. 2 credits in IB standard level courses and corresponding IB exams.
 4. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
 5. Earn an ACT composite score of 26 or higher and complete written section
- 47 Total Credits Required

Indiana Diploma with Technical Honors Designation

- 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 3.0 or better.
- Complete one of the following,
 1. Any one of the options (1-5) of the Indiana Diploma with Academic Honors Designation
 2. Earn the following scores or higher on Work Keys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information – Level 5.
 3. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 4. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

GENERAL DIPLOMA (General Designation)

The completion of an Indiana Diploma with Core 40 Designation is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce. To graduate with less than Core 40 Designation, the opt-out process must be completed. Parents should contact a student's guidance counselor if more information is needed.

- English/Language Arts 8 credits (must include literature, composition and speech)
- Mathematics 4 credits
 1. 2 credits: Algebra I or Integrated Mathematics I
 2. 2 credits: Any math course
 3. General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.
- Science 4 credits
 1. 2 credits: Biology I
 2. 2 credits: Any science course

*At least one credit must be from a Physical Science.

- Social Studies 4 credits
 1. 2 credits: U.S. History
 2. 1 credit: U.S. Government
 3. 1 credit: any social studies course
- Physical Education 2 credits
- Health and Wellness 1 credit
- College & Career Pathway Courses 6 credits
- Flex Credit 5 credits – must come from one of the following:
 1. Additional elective courses in a College and Career Pathway
 2. Courses involving workplace learning such as Cooperative Education or Internship courses
 3. High school/college dual credit courses
 4. Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
- Electives 8 credits

NEW Indiana Diploma for Class of 2029 and Beyond:

Please see the following site for more information: [DOE: New Indiana Diploma Requirements Approved](#)

EARLY GRADUATION REQUIREMENTS

A student in Danville Community High School must attend high school a minimum of two semesters and must have fulfilled all graduation conditions and requirements in order to graduate from DCHS. Exceptions may be granted in accordance to the applicable state statutes regarding early graduation and reduced daily class schedules. An example of those statutes are but not limited to: IC 20-30-2, the school flex program, IC 21-12-10 the Mitch Daniels Early Graduation Scholarship, and IC 21-43-4 the Postsecondary Enrollment Program. The student must complete all of the applicable forms, requirements, and deadlines currently in place in order to graduate prior to their designated class graduation date. All necessary information may be obtained through the guidance office.

GRADING SCALE (UNWEIGHTED)

Students' current grades are available at any time via our student information system. Additionally, report cards will be available electronically on the Friday following the end of each grading period. Following is the unweighted grading scale:

A+	100	C+	78-79
A	93-99	C	73-77
A-	90-92	C-	70-72
B+	88-89	D+	68-69
		D	63-67
B	83-87	D-	60-62
B-	80-82	F	59 and Below

GRADING SCALE (WEIGHTED)

DCHS recognizes that some courses are designed to be more challenging and, as a result, these courses receive weighted grades. Courses that are weighted include Advanced Placement courses and dual credit courses that are in the core transfer library and are offered by accredited postsecondary institutions. To confirm whether an organization is accredited, consult the lists maintained by the Council for Higher Education Accreditation. Following is the weighted grading scale:

A	5.00
A-	4.67
B+	4.33
B	4.00
B-	3.67
C+	3.33

C	3.00
C-	2.67
D+	2.33
D	2.00
D-	1.67
F	0

GRADUATION PATHWAYS

Completing a Graduation Pathway is highly recommended for the Class of 2023 and beyond.

1. Meet the Statutorily Defined Diploma Credit and Curricular Requirements as noted above in DIPLOMA TYPES
2. Learn and Demonstrate Employability Skills (Complete ONE of the following during the student's high school career.)
 - a. Project Based Learning Experience (Ex. Eagle Scout Project)
 - b. Service Based Learning Experience (Ex.: Sport, Club, Choir, Band)
 - c. Work Based Learning Experience (Example: Job)
3. Meet ONE of the Following Post-Secondary Readiness Competencies
 - a. Academic Honors Diploma
 - b. ACT College Ready Benchmarks (18 Eng OR 22 in Rdg AND 22 in Math OR 23 in Sci)
 - c. SAT College Ready Benchmarks (480 in EBRW, 530 in Math)
 - d. ASVAB Benchmark (minimum score of 31)
 - e. State and Industry Recognized Credential or Certification
 - i. CTE Concentrator (Earn C average in at least 6 high school credits in career sequence. The student must earn a C average in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study.
 - ii. AP/Dual Credit (earn C average in at least 3 courses)

For more information about Graduation Pathways, please visit the Indiana Department of Education's [Graduation Pathways](#).

SCHEDULE CHANGE POLICY

If a student wishes to make a valid request for a schedule change, those requests must be initiated within the first five days of the semester. Please note that schedule changes initiated to request specific teachers are not considered valid. Necessary schedule changes requested after the fifth day of each semester must be approved by the student's guidance counselor and the principal. If a student receives approval for a necessary schedule change after the first ten days of the semester, or if a student is withdrawn from a class due to discipline or attendance reasons, the student will be given a grade of WF on his/her transcript for that class. Those students will be assigned to a study hall for the remainder of the semester if at all possible. If a study hall is not available during the applicable class period, the student's schedule may be changed in order to allow for placement in a study hall during a different period, or the student may spend that class period in the office for the remainder of the semester.

CAREER AND TECHNICAL EDUCATION

AGRICULTURE

ADVANCED LIFE SCIENCE: ANIMALS, (Ivy Tech DUAL CREDIT)

5070 Advanced Life Science: Animals

ALS ANIML

Advanced Life Science: Animals provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts related to history and trends in animal agriculture as related to animal welfare, husbandry, diseases and parasites, laws and practices relating to handling, housing, environmental impact, global sustainable practices of animal agriculture, genetics, breeding practices, biotechnology uses, and comparative knowledge of anatomy and physiology of animals used in animal agriculture.

AGRIBUSINESS, (Ivy Tech DUAL CREDIT)

7238 Agribusiness Capstone

AG BUS CAP

The Agribusiness Management Capstone introduces students to the Principles of agribusiness management and leadership from a local and global perspective, with the utilization of technology. The course will help students build a strong knowledge base of the agribusiness industry as they study agribusiness types, communications, agricultural law, leadership, and teamwork, ethics, and agricultural economics. Additionally, students will understand the role of selling in the agricultural economy, stressing the points and terminology necessary in today's agriculture. Students will demonstrate principles and techniques for planning, development, application and management of agribusiness systems through project-based learning and a supervised agriculture experience (work-based learning) programs. This course can be used as a capstone experience for any agriculture pathway.

ANIMAL SCIENCE, (Ivy Tech DUAL CREDIT)

5008 Animal Science

ANML SCI

Animal Science provides students with an overview of the animal agriculture industry. Students participate in a variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study may be applied to both large and small animals. Topics to be covered in the course include: history and trends in animal agriculture, laws and practices relating to animal agriculture, comparative anatomy and physiology of animals, biosecurity threats and interventions relating to animal and human safety, nutrition, reproduction, careers, leadership, and supervised agricultural experiences relating to animal agriculture.

LANDSCAPE AND TURF MANAGEMENT, (Ivy Tech DUAL CREDIT)

7115 Landscape and Turf Management

LAND TUR MAN

Landscape and Turf Management provides students with an overview of the many career opportunities in the diverse field of landscape and turf management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications, and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

PRINCIPLES OF AGRICULTURE, (Ivy Tech DUAL CREDIT)

7117 Principles of Agriculture

PRIN AG

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

HORTICULTURAL SCIENCE, (Ivy Tech DUAL CREDIT)

5132 Horticultural Science

HORT SCI

Horticulture Science provides students with a background in the field of horticulture. Coursework includes hands-on activities that encourage students to investigate areas of horticulture as it relates to the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Students are introduced to the following areas of horticulture science: reproduction and propagation of plants, plant growth, growth-media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, greenhouse management, floral design, and pest management. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

PLANT AND SOIL SCIENCE, (Ivy Tech DUAL CREDIT)

5170 Plant and Soil Science

PLT SL SCI

Plant and Soil Science a two semester course that provides students with opportunities to participate in a variety of activities including laboratory and field work. Coursework includes hands-on learning activities that encourage students to investigate areas of plant and soil science. Students are introduced to the following areas of plant and soil science: plant growth, reproduction and propagation, photosynthesis and respiration, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, soil tillage, and conservation.

ADVANCED LIFE SCIENCE, PLANTS AND SOILS, (Ivy Tech DUAL CREDIT)

5074 Advanced Life Science: Plants and Soils

ALS PLT/SL

Advanced Life Science: Plants and Soils provides students with opportunities to participate in a variety of activities including laboratory work. Students study concepts, principles, and theories associated with plants and soils. Knowledge gained enables them to better understand the workings of agricultural and horticultural practices. They recognize how plants are classified, grow, function, and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratories and fieldwork, how plants function and how soil influences plant life.

BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY

PRINCIPLES OF BUSINESS MANAGEMENT

4562 Principles of Business Management

PRIN BUS

Principles of Business Management examines business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. Attention will be given to developing business communication, problem-solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software.

Accounting

ACCOUNTING FUNDAMENTALS

4524 Accounting Fundamentals

ACCT FUND

Accounting Fundamentals introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making.

ADVANCED ACCOUNTING

4522 Advanced Accounting

ADV ACC

Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for various forms of business ownership using double-entry accounting covered in Accounting Fundamentals, including an emphasis on payroll accounting. Topics covered include calculating gross pay, withholdings, net pay, direct deposits, journalizing payroll transactions and preparing individual earnings records and payroll registers. Emphasis is placed on applying Generally Accepted Accounting Principles through hands-on practice with popular commercial accounting software packages that are currently used in business.

Finance and Investment

PERSONAL FINANCE AND BANKING

7150 Personal Finance and Banking

PERSON FIN/BNK

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

FINANCE AND INVESTMENT

5258 Finance and Investment

FIN INVEST

Finance and Investments addresses the need of schools in areas that have workforce demand in the finance industry. It analyzes and synthesizes high-level skills needed for a multitude of careers in the banking and investment industry. Students learn banking, investments, and other finance fundamentals and applications related to financial institutions, business and personal financial services, investment and securities, risk management products, and corporate finance.

Marketing and Sales

MARKETING FUNDAMENTALS

5914 Marketing Fundamentals

MRKT FUND

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

STRATEGIC MARKETING

5918 Strategic Marketing

STRT MRKT

Strategic Marketing builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology, and economics. The relationship between consumer behavior and marketing activities will be reviewed.

Computer Science

PRINCIPLES OF COMPUTING

7183 Principles of Computing

PRIN COMP INFO

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

TOPICS IN COMPUTER SCIENCE

7351 Topics in Computer Science

TOP COMP SCI

Topics in Computer Science is designed for students to investigate emerging disciplines within the field of computer science. Students will use foundational knowledge from 7183 Principles of Computing to study the areas of data science, artificial intelligence, app/game development, and security. Students will utilize knowledge related to these areas and programming skills to develop solutions to authentic problems.

COMPUTER SCIENCE

7352 Computer Science

COMP SCI

Computer Science introduces the fundamental concepts of procedural programming. Topics include data types, control structures, functions, arrays, files, and the mechanics of running, testing, and debugging. The course also offers an introduction to the historical and social context of computing and an overview of computer science as a discipline.

PERSONAL FINANCIAL RESPONSIBILITY

4540 Personal Financial Responsibility

PRSFINRSP

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, savings, and investing; understand banking, budgeting, record-keeping and manage 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.

COMPUTING FOUNDATIONS FOR A DIGITAL AGE

4565 Computing Foundations for a Digital Age

COMPFOUND

Computers and the internet have revolutionized the way we access and disseminate information. As technology continues to change at an ever-increasing pace, the need for students to gain a foundational understanding of computer science is clear. Computing Foundations for a Digital Age is designed to introduce students to five major topics within computer science including computing systems, networks and the internet, data and analysis, algorithms and planning, and impacts of computing. The course introduces foundational computing concepts while exploring current events and building critical thinking, collaboration, problem solving, and other important skills that are invaluable for life in a global and technologically advancing society.

ENGINEERING AND TECHNOLOGY

INTRODUCTION TO ENGINEERING DESIGN, (Ivy Tech DUAL CREDIT)

4802 Introduction to Engineering Design

INT ENG DES

Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students begin with completing structured activities and move to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented. NOTE: This course aligns with the PLTW Introduction to Engineering Design curriculum.

PRINCIPLES OF ENGINEERING, (Ivy Tech DUAL CREDIT)

5644 Principles of Engineering

PRNC ENG

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific, and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems. Schools may use the PLTW curriculum to meet the standards for this course. NOTE: This course aligns with the PLTW Principles of Engineering curriculum.

CIVIL ENGINEERING AND ARCHITECTURE, (Ivy Tech DUAL CREDIT)

5650 Civil Engineering and Architecture

CIVIL ENG

Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. Emphasis should be placed on learning ways that environmental factors might influence the planning and design of a project. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design. NOTE: This course aligns with the PLTW Civil Engineering and Architecture curriculum.

FAMILY AND CONSUMER SCIENCES

Culinary Arts

PRINCIPLES OF CULINARY AND HOSPITALITY

7173 Principles of Culinary and Hospitality

PRIN HOSP

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

NUTRITION

7171 Nutrition

NUTR

Nutrition students will learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and 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.

CULINARY ARTS

7169 Culinary Arts

CUL ARTS

Culinary Arts teaches students how to prepare the four major stocks, the five mother sauces (in addition to smaller sauces) and various soups. Additional emphasis is placed on the further development of 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.

HOSPITALITY MANAGEMENT

7172 Hospitality Management

HOSP MAN

Hospitality Management prepares students for employment in the hospitality industry. It provides the foundations for study in higher education that leads to a full spectrum of hospitality careers. This is a broad-based course that introduces students to all segments of hospitality, what it includes, and career opportunities that are available; provides a survey of management functions, highlighting basic theories and facts; and exposes students to current trends and current events within the industry. Three major goals of this course are for students to be able to identify current trends in hotel and restaurant management, distinguish the difference between hospitality and tourism, and state differences in front of the house versus back of the house.

Early Childhood

PRINCIPLES OF EARLY CHILDHOOD EDUCATION

7160 Principles of Early Childhood Education

PRIN EAR CH ED

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 part of this course.

EARLY CHILDHOOD EDUCATION CURRICULUM

7158 Early Childhood Education Curriculum

EAR CHD ED CUR

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.

EARLY CHILDHOOD EDUCATION GUIDANCE

7159 Early Childhood Education Guidance

EAR CHD ED GD

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.

PRINCIPLES OF TEACHING, (Ivy Tech DUAL CREDIT)

7161 Principles of Teaching

PRIN TEACH

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20 hour classroom observation experience is required for successful completion of this course.

HEALTH SCIENCES

PRINCIPLES OF BIOMEDICAL SCIENCES

5218 Principles of Biomedical Sciences

PRIN BIOMED

Principles of Biomedical Sciences provides an introduction to this field through “hands-on” projects and problems. Student work involves the study of human medicine, research processes, and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is determining factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. NOTE: This course aligns with the PLTW Principles of Biomedical Sciences curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network.

ANATOMY AND PHYSIOLOGY

5276 Anatomy and Physiology (A)

(A & P)

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

MEDICAL INTERVENTIONS

5217 Medical Interventions

MED INTERV

Medical Interventions is a course that studies medical practices, including interventions, to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. NOTE: This course aligns with the PLTW Medical Interventions curriculum.

ENGLISH/LANGUAGE ARTS

ENGLISH 9

1002 English 9
(ENG 9)

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

ENGLISH 9, HONORS

English 9 Honors is a demanding and accelerated academic course designed to prepare students to take ACP coursework. Vocabulary study includes weekly college-level vocabulary as well as etymology. Students study a variety of classic literary works including *Animal Farm* and *Tale of Two Cities*. Students will lead and participate in literary seminars. Students write extensively both in and out of class. Each student must complete an individual research project. Oral communication demands a more complex and creative style involving dramatic interpretation of literature such as the famous Shakespeare monologues from *Romeo and Juliet*.

ENGLISH 10

1004 English 10
(ENG 10)

English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate complexity for this grade level. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative compositions, and sustained research assignments. Students deliver 38 2025-2026 High School Course Titles and Descriptions grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

ENGLISH 10, HONORS

In addition to the English 10 content, the English 10 Honors class focuses on the following areas.

English 10 Honors is a challenging accelerated academic course designed to prepare students to take ACP coursework. Vocabulary study includes weekly college-level vocabulary as well as etymology. Students study a variety of classic literary works including *To Kill a Mockingbird* and *Wish You Well* as well as an independently chosen novel from award-winning reading lists. Students will lead and participate in literary Socratic seminars. Students write extensively both in and out of class. Each student must complete an individual research project as well as a portfolio. Oral communication demands a more complex and creative style involving not only debate but also dramatic interpretation.

ENGLISH 11

1006 English 11
(ENG 11)

English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate complexity for this grade level. Students use literary interpretation, analysis, comparisons, and evaluation

to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, argumentative, informative), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

ENGLISH 11, HONORS

In addition to the English 11 content, English 11 Honors is a challenging accelerated academic course designed to prepare students for English Composition and English Literature for college credit. English 11 Honors is an accelerated study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

ENGLISH 12

1008 English 12
(ENG 12)

English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11-12, is a study of language, literature, composition, and oral communication focusing on an exploration of perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, argumentative, informative), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

ACP ENG-W 131 Reading, Writing, & Inquiry I (3 cr.) INDIANA UNIVERSITY, DUAL CREDIT

1098 Advanced Composition
(ADV COMP)

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

ACP ENG - L 202 Literary Interpretation (3 cr.) INDIANA UNIVERSITY, DUAL CREDIT

1124 Advanced English/Language Arts, College Credit
(ADV ENG CC)

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

ACP ENG - L 111 Discovery Literature (3 cr.) INDIANA UNIVERSITY, DUAL CREDIT

1124 Advanced English/Language Arts, College Credit
(ADV ENG CC)

Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grades 11 and 12. This course title covers any English language and composition

advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school.

ACP COLL-P 155 Public Speaking (3 cr.) INDIANA UNIVERSITY, DUAL CREDIT

1078 Advanced Speech and Communication
(ADV SPEECH)

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

SPEECH

1076 Speech
(SPEECH)

Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and 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.

DIGITAL MEDIA

1084 Digital Media
(Digital Media)

Digital Media, a course based on the Indiana Academic Standards for English/Language Arts and Media Literacy Standards, is a study of media literacy and production skills. This course examines the impact of informational, narrative, and persuasive media on everyday life. This course will focus on changes in media and includes practice in broadcast journalism, audio/visual storytelling, multimedia storytelling, as well as different platforms such as online and social media. Students will analyze local, national, and global media through the lens of law, ethics, and social responsibility. Students use course content to become knowledgeable consumers and producers of media. For the second credit: Students continue to develop media production skills in addition to continuing critical media analysis. By the end of the semester, students write and produce media projects.

STUDENT MEDIA

1086 Student Media
(STDNT MEDIA)

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

FINE ARTS

MUSIC

BEGINNING CHORUS - VALOR CHOIR

4182 Beginning Chorus

(BEG CHOR)

Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

INTERMEDIATE CHORUS - WARBLER CHORUS

4186 Intermediate Chorus

(INT CHOR)

Intermediate Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

ADVANCED CHORUS - VARSITY VOICES

4188 Advanced Chorus

(ADV CHOR)

Advanced Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

ADVANCED CONCERT BAND

4170 Advanced Concert Band

(ADV BAND)

Advanced Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course provides students with a balanced comprehensive study of music through the concert band, which develops

skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate 56 2025-2026 High School Course Titles and Descriptions in performance opportunities outside of the school day that support and extend learning in the classroom.

INTERMEDIATE CONCERT BAND

4168 Intermediate Concert Band

(INT BAND)

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

THEATRE ARTS

THEATRE ARTS

4242 Theater Arts

(THTR ARTS)

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

THEATRE PRODUCTION

4248 Theater Production

(THTR PROD)

Theatre Production is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Production take on responsibilities associated with rehearsing and presenting a fully-mounted theatre 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 theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate a theatre arts career then develop a plan for potential employment or further education through audition, interview, or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

ADVANCED ACTING

4250 Advanced Acting

(ADV ACTING)

Advanced Acting is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Acting research, create, and perform characters through script analysis, observation, collaboration, and rehearsal. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre by attending plays, meeting actors and discussing their work, and becoming theatre patrons in their community.

VISUAL ARTS

DRAWING

4060 Drawing

(DRAWING)

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

INTRODUCTION TO TWO-DIMENSIONAL ART

4000 Introduction to Two-Dimensional Art

(2D ART)

Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

INTRODUCTION TO THREE-DIMENSIONAL ART

4002 Introduction to Three-Dimensional Art

(3D ART)

Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

ADVANCED TWO DIMENSIONAL ART

4004 Advanced Two-Dimensional Art

(ADV 2D ART)

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

PAINTING

4064 Painting

(PAINTING)

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

PHOTOGRAPHY

4062 Photography

(PHOTOGRPH)

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room 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.

PRINTMAKING

4066 Printmaking

(PRNTMKG)

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

MATHEMATICS

ALGEBRA I

2520 Algebra I (A)

(ALG I)

Algebra I formalizes and extends the mathematics students learned in the middle grades. The Indiana Academic Standards for Algebra I consist of five domains: Number Systems, Expressions, and Functions; Linear Equations, Inequalities, and Functions; Systems of Linear Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis & Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

ALGEBRA II

2522 Algebra II (A)

(ALG II)

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Indiana Academic Standards for Algebra II consist of six domains: Arithmetic and Structure of Expressions, Equations, and Functions; Function Families; Modeling with Functions and Data; Modeling with Advanced Algebra; Modeling with Data and Statistics; and Modeling with Quantities. 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.

ALGEBRA II, HONORS

Honors Algebra II is a course, which expands on the topics of Algebra I and provides further development of the concept of a function. The expanded topics of the course include: (1) relations, functions, equations and inequalities, (2) polynomials and polynomial functions, (3) rational exponents, (4) the complex numbers, sequences, and series, (5) the properties and graphs of conic sections, (6) permutations and combinations, (7) algebraic functions, and (8) exponential and logarithmic functions.

AP CALCULUS AB, ADVANCED PLACEMENT

2562 AP Calculus AB

(CALC AB AP)

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

ACP MATH-M 118 Finite Mathematics (3 cr.) INDIANA UNIVERSITY, DUAL CREDIT

2530 Finite Mathematics

(FINITE)

Finite Mathematics is a collection of mathematical topics, frequently used in business or public policy contexts. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets; Matrices; Networks; Optimization; and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

GEOMETRY

2532 Geometry (A)

(GEOM)

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Indiana Academic Standards for Geometry consist of five domains: Geometry Foundations, Triangles, Quadrilaterals and Other Polygons, Circles, and Transformations & Three-Dimensional Solids. 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.

GEOMETRY, HONORS

Geometry students examine the properties of two- and three-dimensional objects. Proof and logic, as well as 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) polyhedra and other solids. Use of graphing calculators and computer drawing programs is encouraged.

AP PRE-CALCULUS, ADVANCED PLACEMENT

2563 AP Precalculus

(PreCalc AP)

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.

AP STATISTICS, ADVANCED PLACEMENT

2570 AP Statistics

(AP STAT)

AP Statistics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

MULTIDISCIPLINARY

CAREER EXPLORATION INTERNSHIP

Grade: 12

0530 Career Exploration Internship

(CARR EXP)

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.

PREPARING FOR COLLEGE AND CAREERS

Preparing for College and Careers

(PCC) PREP CC

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

PHYSICAL EDUCATION AND HEALTH

ELECTIVE PHYSICAL EDUCATION

3560 Elective Physical Education

(ELECT PE)

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

HEALTH AND WELLNESS EDUCATION

3506 Health and Wellness Education

(HLTH & WELL)

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

PHYSICAL EDUCATION I

3542 Physical Education I

(PHYS ED I)

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge, and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity). See 511 IAC 7-27-9, 7-27-11.

SCIENCE

ADVANCED SCIENCE, FORENSICS

3092 Advanced Science, Special Topics
(ADV SCI ST)

Forensic Science is the study of the application of science to the law. This integrated science course is designed to explore the scientific and technological aspects of criminal investigations. Topics will include the study of DNA, glass, blood, fingerprinting, chemical residues, and evidence collection as it relates to forensic issues. Applications to court cases, literature, psychology, and criminology also will be examined. This is a course rich in exploration and lab investigation which applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes.

ANATOMY AND PHYSIOLOGY

5276 Anatomy and Physiology
(A & P)

This is a rigorous course intended for students with an interest in understanding the structure and the workings of the human body. Approximately 60% of this course is spent in laboratory experiences and inquiry-based projects. Approximately 50% of this course covers anatomy and 50% physiology. The human organ systems and their particular physiological processes are studied in depth. A traditional dissection of a higher vertebrate will be performed to identify organ systems equivalent to human anatomy.

BIOLOGY I

3024 Biology I
(BIO I)

Biology I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three-dimensional understanding of Biology topics. Disciplinary Core Ideas for this course include From Molecules to Organisms, Ecosystems, Heredity and Biological Evolution. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

BIOLOGY I, HONORS

Biology I Honors is a course designed for those students who excel in science. In addition to the Biology I content, the Biology I Honors class focuses on the following areas. Students will complete one major long-semester independent inquiry-based project. Approximately 50% of the course includes laboratory experience and inquiry-based projects. Students complete an environmental monitoring project by collecting and analyzing data from Indiana Rivers. Students also actively participate in the Human Genetics Update Conference.

ACP BIOL-L 100 Humans and the Biological World (5 cr.) DUAL CREDIT, INDIANA UNIVERSITY

3090 Advanced Science, College Credit
(ADV SCI CC)

Advanced Science, College Credit is a title that covers (1) any science course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary science course offered for dual credit under the provisions of 511 IAC 6-10.

Principles of biological organization, from molecules through cells and organisms to populations. Emphasis on processes common to all organisms, with special reference to humans.

CHEMISTRY I

3064 Chemistry I

(CHEM I)

Chemistry I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three-dimensional understanding of Chemistry topics. Disciplinary Core Ideas for this course include Matter and its Interactions and Energy. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

CHEMISTRY I, HONORS

Chemistry I, Honors is a course designed for those students who excel in science. In addition to the Chemistry I content, the Chemistry I Honors class focuses on the following areas. Approximately 50% of the course is laboratory experience and inquiry-based projects. Students conduct investigative, analytical, qualitative, and quantitative experiments. Students also examine the history and background of chemical phenomena. Students recreate some of the historical experiments to verify equations. Students will also learn to write a formal lab report.

ACP CHEM-C 101/121 Elementary Chemistry I (3 cr.)/Elementary Chem Lab I (2 cr.) DUAL CREDIT, IU

3066 Chemistry II

(CHEM II)

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

EARTH AND SPACE SCIENCE

3044 Earth and Space Science I

(EAS SCI I)

Earth and Space Science incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three-dimensional understanding of Earth and Space Science topics. Disciplinary Core Ideas for this course include Earth's Place in the Universe, Earth's Systems, and Human Interaction with Earth's Systems. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

INTEGRATED CHEMISTRY/PHYSICS

3108 Integrated Chemistry-Physics

(ICP)

Integrated Chemistry and Physics incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three-dimensional understanding of Chemistry and Physics topics. Disciplinary Core Ideas for this course include Matter and its Interactions, Forces, Energy, and Waves and their Applications in Technologies for Information Transfer. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

AP PHYSICS, ADVANCED PLACEMENT

3080 AP Physics 1: Algebra-Based

(PHYS 1 AP)

AP Physics 1 is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 1: Algebra-based is equivalent to a first-semester college course in algebra-based physics. The course includes Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

SOCIAL STUDIES

ECONOMICS

1514 Economics
(ECON)

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students 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.

INDIANA STUDIES

1518 Indiana Studies
(IN STUDIES)

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included, and 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.

PSYCHOLOGY

1532 Psychology
(PSYCH)

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas: History and Scientific Method, Biological Basis for Behavior, Development, Cognition, Personality and Assessment, Abnormal Psychology, Socio-Cultural Dimensions of Behavior, and Psychological Thinking. History and 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 analyzes the changes through one's life including the physical, cognitive, emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment explains 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.

SOCIOLOGY

1534 Sociology
(SOCIOLOGY)

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as

the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

UNITED STATES GOVERNMENT

1540 United States Government

(US GOVT)

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. Analysis of how the United States interacts with other nations and the government's role in world affairs is included in this course. 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.

UNITED STATES HISTORY

1542 United States History

(US HIST)

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

WORLD GEOGRAPHY

1546 World Geography

(WORLD GEO)

World Geography allows students to study the interaction of humans and their environments in a world setting. Students study global patterns of physical and cultural characteristics, including the Earth/sun relationship, atmospheric and oceanic circulation, landforms, climate, vegetation, population, economic and political structures, culture, cultural diffusion, and international and interregional connections. Using maps, geographic representations and technology such as geographic information systems (GIS), students will examine spatial relationships, the interaction of physical and cultural characteristics of designated places, areas, or regions. Students are expected to apply knowledge of geographic concepts and uses of geography to inquiry, research, and use participatory processes. The themes of location, characteristic of place, human/environmental interaction, movement between places, and regions anchor the course content. Emphasized are elements of the National Geography Standards: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems and Environment and Society.

WORLD HISTORY AND CIVILIZATION

1548 World History and Civilization

(WLD HST/CVL)

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course.

Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

AP WORLD HISTORY, ADVANCED PLACEMENT

1612 AP World History Modern
(WLD HST MAP)

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

AP HUMAN GEOGRAPHY, ADVANCED PLACEMENT

1572 AP Human Geography
(HUM GEO AP)

AP Human Geography is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). Topics include: Geography-Nature and Perspectives, Population and Migration, Cultural Patterns and Processes, Political Organization of Space, Agriculture, Food Production, and Rural Land Use, Industrialization and Economic Development, and Cities and Urban Land Use.

AP UNITED STATES HISTORY, ADVANCED PLACEMENT

1562 AP United States History
(US HIST AP)

AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

AP US GOVERNMENT AND POLITICS, ADVANCED PLACEMENT

1560 AP United States Government and Politics
(US GOVT AP)

AP United States Government and Politics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions,

roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project.

AP PSYCHOLOGY, ADVANCED PLACEMENT

1558 AP Psychology

(PSYCH AP)

AP Psychology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Psychology course introduces students to the systematic and scientific study of behavior and mental processes. The AP Psychology course is equivalent to an introductory college-level psychology course. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

ACP HIST-H 105 American History I (3 cr.) DUAL CREDIT, INDIANA UNIVERSITY

1542 United States History

(US HIST)

Colonial period, Revolution, Confederation and Constitution, national period to 1865. 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.

ACP HIST-H 106 American History II (3 cr.) DUAL CREDIT, INDIANA UNIVERSITY

1542 United States History

(US HIST)

1865 to present. 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. 1865 to present. 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.

WORLD LANGUAGES

FRENCH I

2020 French I

(FREN I)

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

FRENCH II

2022 French II

(FREN II)

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

FRENCH III

2024 French III

(FREN III)

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

ACP FRIT-F 200 Second-Year French I (3 cr.), DUAL CREDIT, INDIANA UNIVERSITY

2026 French IV

(FREN IV)

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

SPANISH I

2120 Spanish I

(SPAN I)

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

SPANISH II

2122 Spanish II

(SPAN II)

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

SPANISH III

2124 Spanish III

(SPAN III)

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

ACP HISP-S 200/SPAN-S 200 Second-Year Spanish I (3 cr.) DUAL CREDIT, INDIANA UNIVERSITY

2126 Spanish IV

(SPAN IV)

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

AREA 31 CAREER PROGRAMS

Career and Technical Education

Career and Technical Education (CTE) Programs prepare students for careers and/or further study at a post-secondary institution. Most programs are offered at the Area 31 Career Center at Ben Davis High School. Opportunities exist for students of all abilities in a variety of programs. Area 31 does not discriminate on the basis of race, color, gender, national origin, religion, creed, disability, sexual orientation or gender identity. Local employers provide curriculum direction and employment, including work based learning experiences. Most career and technical education programs enable a student to receive college credit. Some programs offer state approved industry certifications that can be used to meet technical honors diploma requirements.

For more information on Area 31 please visit: [Area 31 Career Center](#)