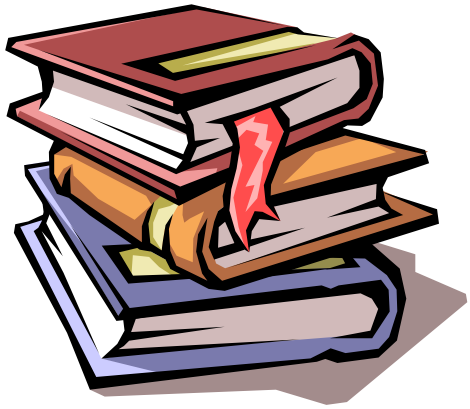
2026 – 2027

(2029 Cohort & Beyond)

COURSE DESCRIPTION GUIDE

Covington High School
1017 6th St.
Covington, IN 47932
(765) 793-2286



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MISSION STATEMENT

Covington High School is committed to serving the academic, physical, social, and emotional needs of its students as they transition from adolescence to adulthood. The school community is committed to creating an orderly, caring environment maintained through fair and consistent discipline. Individual learning styles are accommodated by differentiated instruction and assessment analysis. All aspects of the school's curricular and extracurricular activities are student centered and effectively communicated to the entire learning community. The ultimate goal of the broader educational community is to prepare the students for the challenging demands of a competitive global community.

ASSISTANCE DIRECTORY

(765) 793-2286

Where does a student go for help with various problems?

Check this list to find out where assistance may be obtained:

Principal	Mrs. Krista Witsman
Asst. Principal	Mr. Josh Kersey
Athletic Director	Mr. Brad Short
School Counselor	Mrs. Laura Myers
School Nurse	Mrs. Marilyn Corey
Administrative Assistant – Guidance/Athletics	Mrs. Robin Brown
Administrative Assistant – Front Office/ECA Treasurer	Mrs. Jennifer Linville
Administrative Assistant – Front Office/Attendance	Mrs. Ana Schanlaub
Administrative Assistant – Athletics	Mrs. Stephanie Hohenstein
Athletic Eligibility	Mr. Brad Short
Change of Address	Mrs. Robin Brown
Changing Schools	Mrs. Laura Myers
College Information	Mrs. Laura Myers
Illness/Attendance	Mrs. Ana Schanlaub
Lost and Found	Front Office
School Resource Officer	Officer Randy Pratt
Schedule Changes	Mrs. Laura Myers
Technology	Mr. Paul Davis
Visitor Pass	Front Office

REGISTRATION

In selecting your courses, careful planning is a necessity. Covington High School offers a variety of classes and students are encouraged to take advantage of as many as possible. Scheduling of students is an involved process; thus, students and parents should consider quite seriously each course selection to be made. Students are encouraged to develop and revise yearly a four-year high school course selection sheet. Registration for the next school year takes place each spring. Certain courses are required for graduation, and others are elective. Students with specific goals after high school must select courses that will help them attain those goals. Barring unforeseen circumstances, students should have their next year's schedule in May**. Changes may be made in May and the first two weeks of June in the Guidance Office.**

FULL TIME STUDENT STATUS

All students at Covington High School must maintain a full-time status. To be considered full-time, a student must attend all 8 periods of the school day. Any need for an exception to this rule must be submitted in writing to the principal, who may grant permission.

GRADE CLASSIFICATION

At the end of each school year, students **SHOULD** have earned the following minimum cumulative credits in order to graduate on time:

10 credits - to be a sophomore 20 credits - to be a junior 30 credits to be a senior

Students not earning enough credits to proceed to the next grade level will be reclassified and will remain in the same grade for the following year. This policy will help ensure that students have a realistic understanding of their progress toward graduation

SCHEDULE CHANGES

Students are provided ample time during the spring scheduling process to make their course selection for the following school year. Therefore, as a general rule, schedules shall not be changed after the beginning of each semester unless approved by the school counselor or principal. Schedule change requests must be submitted using the "Schedule Change Request Form" (available through the Guidance Office). Schedule changes requested after the first two weeks of school (10 school days) will not be considered without mitigating circumstances (this includes dropping a class for a study hall):

- Change in diploma track
- Medical reasons with documentation
- Course level change

If a student adds a class during this time period, he/she will be responsible for making-up all missed work.

Course Level Changes

Students wishing to drop an advanced placement, honors and/or dual credit course must complete a "Course Level Change Request Form" within the first 9 weeks of the semester. If the change is granted, the student's grade in progress will move with the student to the new course and will be used to calculate the grade in the new course.

All students enrolled in an AP course will be required to take the AP exam. If a student requests to drop, or be removed, from an AP course after exams are ordered, the student will be responsible for any fees incurred for the unused exam.

REPEATING A CLASS

If a required class is failed, it must be repeated as soon as possible. You may not repeat a class you have already taken and received credit in, except for band, chorus, and elective physical education. Exception to this must have principal and counselor approval.

CREDIT RECOVERY

Any credit recovery completed outside of Covington High School must have principal and counselor approval prior to beginning the course. There will be credit recovery options for juniors and seniors at Covington High School. Credit recovery may only be completed to makeup for a previously failed course and student must have principal and counselor approval. Any interested students should see the school counselor.

DUAL CREDIT/COLLEGE CREDIT

Any student wanting to enroll in a dual credit course currently NOT OFFERED by Covington Community High School must have principal and/or counselor approval in order to earn high school credit in addition to the college credit. These courses will NOT be weighted.

HOMEWORK REQUEST

Students should contact their teachers via email to request homework when absent. If books are needed, please contact the office. If student doesn't have internet access, please contact Mrs. Brown in the guidance office for homework.

GRADUATION REQUIREMENTS- 2029 COHORTS & BEYOND

In addition to the following credit requirements, students earning the Indiana Diploma must complete the Graduation Pathways requirements. Earning an Honors Seal meets this requirement.

Credit Total: 42	Indiana Diploma	Enlistment Honors Seal	Employment Honors Seal	Enrollment Honors Seal
English	8 credits English 9 English 10 English 11 English 12 Comm Focused Class (1)	8 credits English 9 English 10 English 11 English 12 Comm Focused Class (1)	8 credits English 9 English 10 English 11 English 12 Comm Focused Class (1)	8 credits English 9 English 10 English 11 English 12 Comm Focused Class (1)
Math	7 credits Algebra I Geometry Add'l Math Class Pers Financial Responsibility (1)	7 credits Algebra I Geometry Add'l Math Class Pers Financial Responsibility (1)	7 credits Algebra I Geometry Add'l Math Class Pers Financial Responsibility (1)	9 credits Algebra I Geometry Algebra II Add'l Math Class Pers Financial Responsibility (1)
Science, Tech & Engineering	7 credits Biology I Add'l Sci Class STEM Class Computer Foundations (1)	7 credits Biology I Add'l Sci Class STEM Class Computer Foundations (1)	7 credits Biology I Add'l Sci Class STEM Class Computer Foundations (1)	9 credits Biology I Chemistry I Add'l Sci Class STEM Class Computer Foundations (1)
Social Studies	5 credits US History US Government (1) World Perspective Class	5 credits US History US Government (1) World Perspective Class	5 credits US History US Government (1) World Perspective Class	6 credits US History US Government (1) Economics (1) World Perspective Class
PE/Health	2 credits Physical Ed (1) Health & Well (1)	2 credits Physical Ed (1) Health & Well (1)	2 credits Physical Ed (1) Health & Well (1)	2 credits Physical Ed (1) Health & Well (1)
College & Career	1 credit Prep for College & Careers	1 credit Prep for College & Careers	1 credit Prep for College & Careers	1 credit Prep for College & Careers
Other		1 credit Intro to Public Serv	6 credits CTE Pathway (3 classes)	4 credits French I & II or Spanish I & II
Electives	12 credits	11 credits	6 credits	3 credits
Additional Requirements	Must Complete Grad Pathways	See "Additional Requirements"	See "Additional Requirements"	See "Additional Requirements"

Students planning to enroll at a four-year college should attempt to complete the Enrollment Honors Seal

Algebra I, if taken in the 8th grade, will count as 2 high school mathematics credits for any diploma. Both semester grades must be a C or higher in order to keep the credit.

Additional Requirements:

Enlistment Honors Seal	Employment Honors Seal	Enrollment Honors Seal
Must Complete: -ASVAB Score of 31 minimum -Career Exploration Program -Meet Attendance Goal (see below) -Verification of skill development in communication, collaboration & work ethic	Must Complete: -150 hours of Work-Based Learning -Meet Attendance Goal (se below) -Verification of skill development in communication, collaboration & work ethic	Must Complete: -Semester grades: C- or better -Cumulative GPA: 3.0 min -One of the following: *4 credits in two AP classes & take exams *6 college credits in two dual credit classes *2 AP credits & take exam AND 3 college credits in a DC class *Earn 1250 SAT (min 590 R/W and 560 M)

Attendance Goal: at least one school year with no more than three days of unexcused absences

Honors PLUS Seals

Enlistment Honors Plus Seal	Employment Honors Seal	Enrollment Honors Seal
Earn the Enlistment Honors Seal, plus: -Earn ONE of the following: *50 or higher on ASVAB *Enrollment in collegiate level ROTC *Acceptance to a Service Academy -Demonstrate excellence in Leadership through ONE: *100 hours of public service *Holding a leadership role in an extracurricular *Completion of 2 seasons of a team-based physical sport/activity	Earn the Employment Honors Seal, plus: -Earn ONE of the following: *Associate Degree *Technical Certificate *Indiana College Core (see next page) -Complete 650 TOTAL hours of Work-Based Learning -Verification of skill development in communication, collaboration, and work ethic	Earn the Enrollment Honors Seal, plus: -Earn ONE of the following: *Associate Degree *Technical Certificate *Indiana College Core (see next page) -Complete 650 TOTAL hours of Work-Based Learning -Verification of skill development in communication, collaboration, and work ethic

COVINGTON COMMUNITY HIGH SCHOOL INDIANA COLLEGE CORE

Indiana College Core is a block of 30 credit hours of general education, college-level coursework which is guaranteed to transfer between all Indiana public colleges and universities.

The Indiana College Core is based on competencies and learning outcomes in six areas:

Foundational Intellectual Skills:
- Written Communication
- Speaking & Listening
- Quantitative Reasoning

Ways of Knowing:
- Scientific
- Social & Behavioral
- Humanistic & Artistic

To earn the Core, students must earn at least three college credit hours in each of the six competencies (one class for each), as well as 12 "elective" (additional) college credit hours from the same competencies. These credits can be earned through dual credit classes offered at CHS, along with AP and CLEP exams. Covington High School has partnered with Ivy Tech Community College for the Indiana College Core. In order to earn the Indiana College Core certificate through Ivy Tech, students must earn at least 30 college credits, meeting the requirements above.

For more information go to: https://transferin.net/ways-to-earn-credit/statewide-transfer-general-education-core-stgec/

To create your plan, go to: https://mycollegecore.org/

See spreadsheet for courses through CHS.

- To earn dual credit, students must meet college prerequisites.
- To earn college credit through an AP exam, students must score a 3, 4 of 5.
- To earn credit through a CLEP exam, students must score a minimum of 50. See below for more information on CLEP exams.

See the Guidance Office for more information.

CHS Current Options (minimum 3 credits in each area)

Written Communication (max 6 cr)		Social/Behavioral Ways of Knowing (max 151)	
ENGL 111 English Composition - 3 ENGL 215 Rhetoric & Argument - 3	DC DC	HIST 101/102 Surv Amer Hist I/II - 6 (AP US History) ECON 201 Principles of Macro - 3 ECON 202 Principles of Micro - 3 POLS 101 Intro Amer Gov't & Politics - 3 PSYC 101 Intro to Psychology - 3	AP Exam (3,4,5) CLEP Exam - 50 CLEP Exam - 50 CLEP Exam - 50 CLEP Exam - 50
Speaking & Listening (max 6 cr)			
COMM 101 Fund of Public Speaking - 3	DC		
Quantitative Reasoning (max 15 cr)		Humanistic Ways of Knowing (max 15 cr)	
MATH 136 College Algebra - 3 MATH 137 Trig w/ Analytic Geom - 3 MATH 200 Statistics - 3 (AP STAT)	DC DC AP Exam (3,4,5)	ENGL 206 Intro to Literature - 3 FREN 101 French Level I - 4 FREN 102 French Level II - 4 SPAN 101 Spanish Level I - 4 SPAN 102 Spanish Level II - 4	DC DC DC CLEP Exam - 50 CLEP Exam - 50
Scientific Ways of Knowing (max 15 cr)			
BIOL 101 Introductory Biology - 3 CHEM 101 Introductory Chemistry - 3	DC CLEP Exam - 50		

GRADUATION PATHWAYS

With the passage of *Graduation Pathways*, students are now able to individualize their graduation requirements to align to their postsecondary goal. No longer must all students fit into the same academic mold, but rather, they can choose the options that best meet their postsecondary needs and aspirations. Students can create pathways that serve their educational interests and prepares them for postsecondary educational and career opportunities (IDOE, Dec. 2018). The Graduation Pathways will be fully implemented for the Class of 2023 and beyond.

Graduation Pathways Overview:

Vision / Goals:

1. Move education away from a one-size-fits-all approach where earning a diploma is dependent on passing a test
2. Allow **schools** to expand options for students to pursue educational and career interests and goals - *more local control*
3. Allow **students** to select from multiple options to graduate that align with their interests, abilities, and career goals - ***individualize graduation requirements that align with postsecondary goals***

Purpose:

Ensure every student graduates with:

1. Career interests and options
2. Strong foundation of academic and technical skills
3. Employability skills

Graduation Requirements:

- **ALL students will earn a HS diploma** (42 credits minimum)
- **ALL students will obtain employability skills in one of the following categories:** *Project-based, service-based, or work-based learning opportunity*. **Students earning an Honors Seal automatically meet this requirement.**
    - Completion of this requirement will be designated on the transcript as follows:
        - 0547 – Project-Based Learning
        - 0539 – Service-Based Learning
        - 0543 – Work-Based Learning Level 1 – Basic WBL Experience
- **ALL students will fulfill the requirement of *at least one* of the following postsecondary-ready competencies:**
    - Earn an Honors Seal
    - SAT/ACT Benchmark
    - ASVAB Benchmark with Intent to Enlist form submitted
    - State or industry-recognized credential or certification through CTE
    - CTE concentrator (in six credits with a "C" average)
    -

FAFSA Graduation Requirement

During the 2023 legislative session, the Indiana General Assembly passed Senate Enrolled Act (SEA) 167-2023 which requires high school seniors to file the Free Application for Federal Student Aid (FAFSA) or affirmatively opt out of filing by April 15. Completing the FAFSA is an important step in a postsecondary education. Students pursuing short-term certificate training, associate/bachelor's degrees and even some apprenticeships may receive financial aid by completing the FAFSA.

Opting Out

Students who do not wish to file the FAFSA may opt out in one of the following ways:

- **a parent/guardian** of the student submits a FAFSA Waiver Form certifying the student understands what the FAFSA is and declines to complete it;
- **the student**, if the student is an emancipated minor or is at least 18 years old, submits a signed waiver certifying the student understands what the FAFSA is and declines to complete it; or
- **the high school principal or counselor** of the student waives the requirement due to not being able to reach the family of the student by April 15 after at least two reasonable attempts.

The FAFSA Waiver Form will be released on an annual basis on the opening day of the FAFSA. FAFSA Waiver Forms will be available in the Guidance Office. Completed forms must be submitted to the Guidance Office.

Career Discovery Meetings

Students enrolled in 11th and 12th grade must meet with a postsecondary educational institution or an approved intermediary, employer, or labor organization to discuss current and future career opportunities and the corresponding education levels. Students must log these meetings in their Scholar Track accounts (one each year).

WAIVER PROCESS (IC 20-32-4-4.1)

A student may receive a waiver for the Postsecondary-Readiness Competency requirements, but not the diploma criteria or employability skills requirements. Those two components are still required for the student to graduate. To qualify for a waiver from the postsecondary-readiness competencies, a student will have been unsuccessful in completing a postsecondary-readiness competency requirement by the conclusion of his/her senior year. This includes:

1. A student who was in the process of completing a competency at one school that was not offered by the school to which the student transferred; and
2. A student who has attempted to achieve at least three separate postsecondary-readiness competencies.

Each attempt must be done in good faith and as a true potential demonstration of achievement.

If a student transfers from a non-accredited public school, a school out of state, or a school out of the country during his/her senior year, that student must demonstrate at least one unsuccessful attempt of a Postsecondary-Readiness Competency to qualify for a waiver.

For a student to receive a waiver, the student must:

1. Maintain at least a "C" average, or its equivalent, throughout the student's high school career in courses comprising credits required for the student to graduate;
2. Maintain a school attendance rate of at least 95% with excused absences not counting against the student's attendance;
3. Satisfy all other state and local graduation requirements beyond the postsecondary-readiness competency requirements, including all diploma and employability skills requirements; and
4. Demonstrate postsecondary planning, including:
    A. College acceptance;
    B. Acceptance in an occupational training program;
    C. Workforce entry; or
    D. Military enlistment

Satisfying the waiver conditions will be approved by the principal of the student's school.

EARLY GRADUATION (AFTER 6 OR 7 SEMESTERS)

Any student wanting to discuss the possibility of early graduation should see the school counselor for specific requirements and/or an application. Please note the following:

1. Application Deadlines:
    May 1st of sophomore year for 6-semester plan (see below)
    May 1st of junior year for 7-semester plan
2. Student must meet all requirements for one of the Honors Seals
3. Student must meet all of the requirements of the Graduation Pathways
4. Student may or may not have priority or opportunities for certain scholarship

MITCH DANIELS EARLY GRADUATION SCHOLARSHIP

The Mitch Daniels Early Graduation Scholarship is a one-time $4000 scholarship for students who graduate after 6 semesters. For program requirements and the application process, go to: https://www.in.gov/che/state-financial-aid/state-financial-aid-by-program/mitch-daniels-early-graduation-scholarship/

COURSES OFFERED AT COVINGTON HIGH SCHOOL
2026 – 2027

ENGLISH/LANGUAGE ARTS
English 9, 10, 11, 12
English 9 Honors
English 10 Honors
English Composition **
(English 11 - DC)
Rhetoric & Argument/Intro to Literature **
(English 12 - DC)
Creative Writing (Semester)
Genres of Literature (Semester)
Film Literature (Semester)
Speech (Semester)
Adv. Speech (Semester) (DC) **

MATHEMATICS
Algebra I Lab
Algebra I & II
Geometry
Analytical Algebra II
Pre-Calculus: Algebra/Trigonometry (DC) **
Calculus AB (Advanced Placement) **
Statistics (Advanced Placement) **

SOCIAL STUDIES
Topics in History (Semester)
Indiana Studies (Semester)
Psychology (Semester)
Geography & History of the World
World History & Civilization
US History
US History (Advanced Placement) **
Economics (Semester) *
US Government (Semester)

SCIENCE
Integrated Chemistry/Physics *
Earth Space Science
Biology I & II **
Environmental Science
Anatomy & Physiology
Chemistry I *
Physics I *

FINE ARTS
Concert Band
Chorus
Music History & Appreciation
Instrumental Ensemble
Intro 2D Art/Intro 3D Art
Adv 2D Art/Adv 3D Art
Digital Design

HEALTH & PHYSICAL EDUCATION
Physical Education I & II
Health & Wellness (Semester)
Elective Physical Education
Elective PE – Officiating Course

WORLD LANGUAGES
Spanish I, II, III, IV
French I, II, III (DC)**, IV

CTE: ENGINEERING
Intro to Engineering

CTE: INFORMATION TECHNOLOGY
Computing Foundations (Semester)
Topics in Computer Science */Principles of Computing *
Computer Science (AP Computer Science A) * **

CTE: BUSINESS/WORK-BASED LEARNING
Personal Financial Responsibility (Semester)
Technical/Business Communications
Work Based Learning

CTE: AGRICULTURE SCIENCE
Ag. Power, Structure, Technology (DC)/Princ. of Ag (DC)
Agriculture Structures Fabrication & Design *
Natural Resources (DC)/Princ. of Ag (DC)
Animal Science (DC)/Princ. of Ag (DC)
Forestry & Wildlife Management
Supervised Agriculture Experience (SAE)

CTE: FACS (Semester Classes)
Interpersonal Relationships
Preparing for College & Careers
Nutrition & Wellness
Human Development & Wellness
Principles of Fashion & Textiles (Full Year)
Child Development
Adult Roles & Responsibilities

WABASH RIVER CAREER & TECHNICAL EDUCATION
Automotive Service Tech I & II (DC) (Covington)
Business Management & Administration (DC) (Attica)
Construction Trades I & II* (DC) (Fountain Central)
Construction Trades-Facility Maintenance (Fountain Central)
Cosmetology I & II (DC) (Rockville)
Criminal Justice I & II (DC) (Attica)
Culinary Arts & Hospitality I & II (DC) (Seeger)
Early Childhood Education (Covington)
Education Professions I & II (DC) (Fountain Central)
Exercise Science/Physical Therapy (Attica)
Health Science Ed I: CNA (DC) (Seeger)
Health Science Ed II: CCMA (DC) (Seeger)
Principles of Pharmacy Tech (Online)
Precision Machining I* & II* (DC) (Attica)
Robotics I & II* (DC) (North Vermillion)
Veterinary Science I* & II* (DC) (Parke Heritage)
Welding Technology I & II (DC) (Fountain Central)

*Designated Quantitative Reasoning Course
**Weighted Class
DC – Dual Credit

ENGLISH

COURSE TITLE	GRADE LEVEL	CREDIT
English 9	9	2
English 9 Honors	9	2
English 10	10	2
English 10 Honors	10	2
English 11	11	2
English Composition (English 11 - Dual Credit)	11	2
English 12	12	2
Rhetoric & Argument/Intro to Literature (English 12 – Dual Credit)	12	2
Speech (Semester)	10 – 12	1
Adv. Speech (Semester) (Dual Credit)	11 – 12	1
Creative Writing (Semester)	11 – 12	1
Genres of Literature (Semester)	11 – 12	1
Film Literature (Semester)	11 – 12	1

1002 – ENGLISH 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.

Credits: 2 credits, 1 credit per semester; Fulfills the English 9 requirement for all diplomas

1002H – ENGLISH 9 HONORS – Students will be selected based on grades, testing data, and teacher recommendation. Students may also be required to provide writing samples or complete a writing diagnostic.

This course is primarily designed to be different from the English 9 course in that it requires additional reading and writing at a higher level of competence and attempts to provide the skills necessary for students to succeed in their post-secondary education.

Credits: 2 credits, 1 credit per semester; Fulfills an English/Language Arts requirement for all diplomas

1004 – ENGLISH 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 grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

Recommended Prerequisites: English 9

Credits: 2 credits, 1 credit per semester; Fulfills an English requirement for all diplomas

1004H – ENGLISH 10 HONORS

This course is primarily designed to be different from the English 10 course in that it requires additional reading and writing at a higher level of competence and attempts to provide the skills necessary for students to succeed in their post-secondary education.

Prerequisite – "B" or better in English 9 Honors, "C" in English 9 Honors w/ teacher recommendation OR "B" or better in English 9 AND teacher recommendation

Credits: 2 credits, 1 credit per semester; Fulfills an English requirement for all diplomas

1006 – ENGLISH 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.

Recommended Prerequisites: English 9 and English 10

Credits: 2 credits, 1 credit per semester; Fulfills an English requirement for all diplomas

1006H – ENGLISH 11 - ENGLISH COMPOSITION - IVY TECH – ENGL 111 (Dual Credit)

This course is primarily designed to be different from the English 11 course in that it requires additional reading and writing at a higher level of competence and attempts to provide the skills necessary for students to succeed in their post-secondary education. **This course also covers the content for 1056 AP English Language & Composition**

Prerequisite – "C" or better in English 10 Honors OR "B" or better in English 10 AND teacher recommendation

10th Grade PSAT scores will be taken into consideration;

Must meet university requirement in order to be eligible for college credit

Credits: 2 credits, 1 credit per semester; Fulfills an English requirement for all diplomas

1008 – ENGLISH 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 or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, 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

Recommended Prerequisites: English 9, English 10, and English 11

Credits: 2 credits, 1 credit per semester; Fulfills an English requirement for all diplomas

1098 – ADVANCED COMPOSITION – RHETORIC AND ARGUMENT (1st Semester) – IVY TECH – ENGL 215 (Dual Credit)
1124 – ENGLISH 12 DUAL CREDIT - INTRO TO LITERATURE (2nd Semester) – IVY TECH – ENGL 206 (Dual credit)

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.

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

Must meet university requirement in order to be eligible for college credit

Prerequisites - English 9, 10, and 11 or equivalent courses and Ivy Tech Credit for Ivy Tech – ENGL 111)

Credits: 2 credits, 1 credit per semester; Fulfills an English requirement for all diplomas

1076 – SPEECH – Grade Levels 11 – 12

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.

Credits: 1 semester course, 1 credit per semester

Fulfills the communications-focused requirement for all diplomas

1078 – ADV. SPEECH & COMMUNICATION – FUND OF PUBLIC SPEAKING – IVY TECH – COMM 101 (Dual Credit) – Grade Levels 11 - 12

Advanced Speech and Communication, a course based on the Indiana Academic Standards for English/Language Arts and emphasizing the communication and collaboration 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.

Must meet university requirement in order to be eligible for college credit

Credits: 1 semester course, 1 credit per semester; Fulfills the communications-focused requirement for all diplomas

1092 – CREATIVE WRITING – Grade Levels 11 – 12

Creative Writing, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

Recommended Prerequisites: English 9 and English 10

Credits: 1 semester course, 1 credit per semester; Fulfills an English requirement for all diplomas

1036 – GENRES OF LITERATURE – Grade Levels – 11 – 12

Genres of Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had a stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum

Recommended Prerequisites: English 9 and English 10

Credits: 1 semester course, 1 credit per semester; ; Fulfills an English requirement for all diplomas

1034 – FILM LITERATURE - Grade Levels - 11-12

Film Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. Courses can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

Recommended Prerequisites: English 9 and English 10

Credits: 1 semester course, 1 credit per semester; ; Fulfills an English requirement for all diplomas

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MATHEMATICS

COURSE TITLE	GRADE LEVEL	CREDIT
Algebra I Lab	9	2
Algebra I	9	2
Geometry	9 – 12	2
Algebra II	10 – 12	2
Analytical Algebra II	11 – 12	2
Statistics (Advanced Placement)	11 – 12	2
Pre-Calculus: Algebra/Pre-Calculus: Trig (Dual Credit)	11 – 12	2
Calculus AB (Advanced Placement)	12	2

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2516 – ALGEBRA I LAB

Algebra I Lab is a mathematics support course for Algebra I. Algebra I Lab is taken while students are concurrently enrolled in Algebra I. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: 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 and Statistics. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

Credits: A two credit course, 1 credit per semester; Counts as an elective for all diplomas

2520 – ALGEBRA 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

Credits: A two credit course, 1 credit per semester

Fulfills the Algebra I requirement for all diplomas

2532 – GEOMETRY

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.

Recommended Prerequisite: Algebra I

Credits: A two credit course, 1 credit per semester

Fulfills the Geometry requirement for the Enrollment Honors Seal and a math requirement for all other diplomas

2522 – ALGEBRA 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

Prerequisite: Algebra I

Credits: A two credit course, 1 credit per semester

Fulfills the Algebra II requirement for the Enrollment Honors Seal and a math requirement for all other diplomas

2524 – ANALYTICIAL ALGEBRA II – Grade Levels 11 – 12

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

Prerequisites: Algebra I

Credits: A two credit course, 1 credit per semester

Fulfills a math requirement for all diplomas except the Enrollment Honors Seal

If students use this course to fulfill the Algebra II credit, the parent and student must sign a consent form notifying the parent and the student that enrollment in Analytical Algebra II may affect the student's ability to attend a particular post-secondary

educational institution or enroll in a particular course at a particular post-secondary educational institution because Analytical Algebra II may not align with academic requirements established by the post- secondary educational institution.

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2564 – PRE-CALCULUS: ALGEBRA – COLLEGE ALGEBRA (1st Sem) – IVY TECH – MATH 136 (Dual Credit
2566 – PRE-CALCULUS: TRIGONOMETRY – TRIG W/ ANALYTICAL GEOMETRY (2nd Sem) – IVY TECH – MATH 137 (Dual Credit) – Grade Levels – 11 – 12

Pre-Calculus: Algebra extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus: Algebra is made up of five strands: Functions, Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Functions, Sequences and Series, and Conics. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Pre-Calculus: Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, finance, and nearly all other STEM disciplines. Trigonometry consists of six strands; Unit Circle, Triangles; Periodic Functions; Identities: Polar Coordinates and Complex Numbers; and Vectors. Students will advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to makes sense of problem situations.

Must meet university requirement in order to be eligible for college credit
Prerequisite: Algebra II and Geometry
Credits: A two-credit course, 1 credit per semester; Counts as a Mathematics Course for all diplomas

2570 – AP STATISTICS – Grade Levels – 11 – 12

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 introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Prerequisite: Algebra II
Credits: A two credit course, 1 credit per semester
Counts as a Mathematics Course for all diplomas

2562 – AP CALCULUS AB

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 focuses on students' understanding of calculus concepts and provides experience with methods and applications. The course emphasizes modeling change, approximation and limits, and analysis of functions. The course requires students to use definitions and theorems to build arguments and justify conclusions. AP Calculus AB features a multi-representational approach to calculus, with concepts, results, and problems expressed geographically, numerically, analytically, and verbally. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Technology should be used in the course to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

Required Prerequisite: Pre-Calculus: Algebra
Credits: A two credit course, 1 credit per semester
Counts as a Mathematics Course for all diplomas

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SCIENCE

COURSE TITLE	GRADE LEVEL	CREDIT
Earth and Space Science I	9 – 12	2
Biology I	9 – 10	2
Biology II	11 – 12	2

Environmental Science	11 – 12	2
Anatomy & Physiology	11 – 12	2
Chemistry I	10 – 12	2
Physics I	11 – 12	2

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3044 – EARTH AND SPACE SCIENCE I (L) – Grade Levels – 9 – 12

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.

Credits: A two credit course, 1 credit per semester

Fulfills the STEM science requirement for all diplomas

3024 - BIOLOGY I (L) – Grade Levels – 9 – 10

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.

Credits: A two credit course. 1 credit per semester; Fulfills the Biology requirement for all diplomas

For 9th Grade: must meet the following 8th grade requirements: teacher recommendation and Algebra I – As or Bs/Math – A/Science – A

3026 – BIOLOGY II (L) – INTRODUCTORY BIOLOGY – IVY TECH BIOL 101 (Dual Credit) – Grade Levels – 11 – 12

Biology II is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

Credits: A two credit course; 1 credit per semester

3064 - CHEMISTRY I (L) – Grade Levels – 10 – 12

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.

Recommended Prerequisite: Biology I and Algebra II (can be taken concurrently)

Credits: A two credit course, 1 credit per semester

Fulfills the Chemistry I requirement for the Enrollment Honors Seal; Fulfills the STEM science requirement for all diplomas

3010 - ENVIRONMENTAL SCIENCE (L) – Grade Levels – 11 – 12

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course integrate science and engineering practices and cross cutting concepts to conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

Recommended Prerequisite: ICP and Biology I

Credits: A two credit course, 1 credit per semester; Fulfills a STEM science requirement for all diplomas

5276 - ANATOMY & PHYSIOLOGY – Grade Levels – 11 – 12

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, 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.

Required Prerequisites: Biology I and Chemistry I
Credits: A two credit course, 1 credit per semester; Fulfills a STEM science requirement for all diplomas

3084 - PHYSICS I (L) – Grade Levels – 11 – 12
Physics I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Physics topics. Disciplinary Core Ideas for this course include Forces and Interactions, Energy, Wave Properties, and Electromagnetic Radiation. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.
Recommended Prerequisite: Algebra II
Credits: A two credit course, 1 credit per semester
Fulfills a science and STEM requirement for all diplomas

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SOCIAL STUDIES

COURSE TITLE	GRADE LEVEL	CREDIT
Topics in History (Semester)	9 – 12	1
Indiana Studies (Semester)	9 – 12	1
Psychology (Semester)	9 – 12	1
Geography & History of the World	9 – 12	2
World History & Civilization	9 – 12	2
US History	11	2
US History (Advanced Placement)	11	2
Economics (Semester)	12	1
US Government (Semester)	12	1

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1538 – TOPICS IN HISTORY (Semester)– Grade Levels – 9 - 12
Topics in History provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth- century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.
Credits: A one credit course; counts as an elective for all diplomas

1518 - INDIANA STUDIES (1 semester) – Grade Levels – 9 – 12
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.
Credits: A one credit course; Counts as a Social Studies credit or elective for all diplomas

1532 – PSYCHOLOGY (Semester) – Grade Levels – 9 – 12 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.
Credits: A one credit course; Counts as a Social Studies credit or elective for all diplomas

1570 - GEOGRAPHY & HISTORY OF THE WORLD – Grade Levels – 9 – 12
Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic

representations, analyzing *information* to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

Credits: A two credit course, 1 credit per semester; Fulfills a Social Studies, World Perspective, or elective requirement for all diplomas

1548 - WORLD HISTORY AND CIVILIZATION – Grade Levels – 9 – 12

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.

Credits: A two credit course, 1 credit per semester; Fulfills a Social Studies, World Perspective, or elective requirement for all diplomas

1542 - UNITED STATES HISTORY – Grade Level – 11

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.

Credits: A two credit course, 1 credit per semester; Fulfills the US History requirement of all diplomas

1562 – AP UNITED STATES HISTORY – Grade Level – 11

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. In AP United States History, students investigate significant events, individuals, developments, and processes from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Credits: A two credit course, 1 credit per semester; Fulfills the US History requirement for all diplomas

1540 - UNITED STATES GOVERNMENT (1 semester) – Grade Level – 12

The 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.

Credits: A one credit course (1 semester)

Fulfills the Government requirement for all diplomas

Students are required to take the Naturalization Test for Citizenship per SEA 132.

1514 - ECONOMICS (1 semester) – Grade Level – 12

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students will explain that because resources are limited, people must make choices and

understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

Credits: A one credit course (1 semester)

Fulfills the Social Studies or elective requirement for all diplomas

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WORLD LANGUAGES

COURSE TITLE	GRADE LEVEL	CREDIT
French I and Spanish I	9 – 12	2
French II and Spanish II	10 – 12	2
French III (Dual Credit) and Spanish III	11 – 12	2
French IV and Spanish IV	12	2

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2020 - FRENCH I – Grade Levels – 9 – 12

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.

Credits: A two credit course, 1 credit per semester

Fulfills a World Language requirement for the Enrollment Honor Seal; Counts as an Elective for all other diplomas

2022 - FRENCH II – Grade Levels – 10 – 12

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.

Prerequisites: French I

Credits: A two credit course, 1 credit per semester

Fulfills a World Language requirement for the Enrollment Honor Seal; Counts as an Elective for all other diplomas

2024 – FRENCH III (1st Semester) – FRENCH LEVEL I - IVY TECH – FRENCH 101 (Dual Credit) – Grade Levels – 11 – 12
2024 – FRENCH III (2nd Semester) – FRENCH LEVEL II - IVY TECH – FRENCH 102 (Dual Credit)

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.

Prerequisites: French I and II

Credits: A two credit course, 1 credit per semester

Fulfills a World Perspective requirement or elective for all diplomas

2026 - FRENCH IV – Grade Level – 12

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.

Prerequisites: French I, II and III

Credits: A two credit course, 1 credit per semester

Counts as an Elective for all diplomas

2120 - SPANISH I – Grade Levels – 9 – 12

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.

Credits: A two credit course, 1 credit per semester

Fulfills a World Language requirement for the Enrollment Honor Seal; Counts as an Elective for all other diplomas

2122 - SPANISH II – Grade Levels – 10 – 12

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.

Prerequisites: Spanish I

Credits: A two credit course, 1 credit per semester

Fulfills a World Language requirement for the Enrollment Honor Seal; Counts as an Elective for all other diplomas

2124 - SPANISH III – Grade Levels – 11 – 12

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.

Prerequisites: Spanish I and II

Credits: A two credit course, 1 credit per semester

Fulfills a World Perspective requirement or elective for all diplomas

2126 – SPANISH IV – Grade Level – 12

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 an understanding of Spanish-speaking cultures 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.

Prerequisites: Spanish I, II and III

Credits: A two credit course, 1 credit per semester

Counts as an Elective for all diplomas

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FINE ARTS

COURSE TITLE	GRADE LEVEL	CREDIT
Intro 2D Art/Intro. 3D Art	9 – 12	2
Adv. 2D Art/Adv. 3D Art	10 – 12	2
Digital Design	10 – 12	2
Int. Concert Band	9 – 12	2
Chorus	9 – 12	2
Music History & Appreciation	9 – 12	2
Instrumental Ensemble	10 – 12	2

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4000 – INTRO 2D ART (L)/4002 – INTRO 3D ART (L) (1 semester each) – Grade Level – 9 – 12

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 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.

Credits: Two semester course, one credit per semester

Counts as an elective for all diplomas

4004 – ADV 2D ART (L)/4006 – ADV. 3D ART (L) (1 semester each) – Grade Level – 10 – 12

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.

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

Prerequisites: Intro to 2D Art/Intro to 3D Art

Credits: Two semester course, one credit per semester

Counts as an elective for all diplomas

4082 – DIGITAL DESIGN (L) – Grade Levels – 10 – 12

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

Credits: A one credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Counts as an elective for all diplomas

4168 - INTERMEDIATE CONCERT BAND (L) – Grade Levels – 9 – 12

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.

Credits: A one credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma; Counts as a Directed Elective or Elective for all diplomas

4182 - BEGINNING CHORUS (L) – Grade Levels – 9 – 12

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.

Credits: A one credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Counts as an elective for all diplomas

4206 – MUSIC HISTORY & APPRECIATION – Grade Levels – 9 – 12

Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

Credits: A two credit course, 1 credit per semester
Counts as an elective for all diplomas
Offered 2027-2028 school year

4162 – INSTRUMENTAL ENSEMBLE (L) – Grade Levels – 10 – 12

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

Credits: A two credit course, 1 credit per semester.
Counts as an elective for all diplomas
Offered 2026-2027

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HEALTH AND PHYSICAL EDUCATION

COURSE TITLE	GRADE LEVEL	CREDIT
Physical Education I	9	1
Physical Education II	9	1
Health and Wellness (Semester)	10 – 12	1
Elective Physical Education	10 – 12	2
Elective Physical Education – Officiating	10 – 12	1 – 2

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3542 - PHYSICAL EDUCATION I (L) (1 semester) – Grade Level – 9

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

Credits: A one credit course; Fulfills the Physical Education requirement for all diplomas

3544 - PHYSICAL EDUCATION II (L) (1 semester) – Grade Level – 9

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in four of the following areas that were not included in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

Prerequisites: Physical Education I
Credits: A one credit course; Fulfills the Physical Education requirement for all diplomas

3506 - HEALTH & WELLNESS EDUCATION (1 semester) – Grade Level – 10

Health and Wellness is 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.

Credits: A one credit course; Fulfills the Health & Wellness requirements for all diplomas

3560 - ELECTIVE PHYSICAL EDUCATION - Grade Levels – 10 – 12

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. It 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 IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

Recommended Prerequisites: Physical Education I and II

Credits: One credit per semester; maximum of 8 credits

This course may be taken for successive semesters (maximum 8 credits)

Fulfills the Physical Education requirement for all diplomas

3560H – ELECTIVE PHYSICAL EDUCATION – OFFICIATING – Grade Levels – 10 – 12

The objective of this class is to offer students an opportunity to develop communication, management and leadership skills while providing an avenue for employment during high school as well as post-secondary graduation.

Credits: One per semester

Counts as an elective for all diplomas

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CTE: BUSINESS/WORK-BASED LEARNING

COURSE TITLE	GRADE LEVEL	CREDIT
Personal Financial Responsibility	10 – 12	1
Technical/Business Communication	11 – 12	2
Work-Based Learning	12	2 - 6

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4540 – PERSONAL FINANCIAL RESPONSIBILITY (1 semester) – Grade Levels – 10 – 12

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

Credits: A one credit course

2028 Cohort: Meets Financial Literacy requirement for all diploma types

Fulfills the Personal Finance requirement for all diplomas

4508 – TECHNICAL/BUSINESS COMMUNICATION – Grade Levels – 11 – 12

Technical/Business Communications provides students with the communication and problem-solving skills to function effectively in the workplace. Areas of study include written/oral/visual communication, listening, informational reading, Internet research/analysis, and electronic communication. Concepts addressed will include adapting communication to the situation, purpose, and audience. Students produce documents related to employee handbooks, instructional manuals, employment communication, organizational communication, business reports, and social/professional situations using word processing, presentations, multimedia, and desktop publishing software.

Credits: A two credit course, 1 credit per semester

Fulfills the Communications-Focused requirement or an elective for all diplomas

5974 – WORK-BASED LEARNING CAPSTONE – Grade Level 12

WBL Capstone is a stand-alone course that prepares students for college and/or a career. This course occurs in real or simulated workplace settings and involves an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, parent or guardian, school, and employer partner to guide the student's work-based experiences and assist in evaluating achievement and performance. Related instruction shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway and shall be taught either on-the-job or in a classroom setting during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies.

Required Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. Student's worksite placement must align to the student pathway.

Credits: A two-semester course, 1-3 credits per semester

Fulfills CTE Pathway requirement for the Employment Honor Seal

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CTE: ENGINEERING

COURSE TITLE	GRADE LEVEL	CREDIT
Intro to Engineering Design	10 – 12	2

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4802 – INTRO TO ENGINEERING DESIGN – Grade Levels – 10 – 12

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

Credits: A two credit course, 1 credit per semester

Counts as an elective for all diplomas

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CTE: INFORMATION TECHNOLOGY

COURSE TITLE		
Computing Foundations (Semester)	9 – 12	1
Principles of Computing	9 – 12	2
Topics in Computer Science	9 – 12	2
Computer Science (Computer Science A) (Adv. Placement)	11 – 12	2

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4565 – COMPUTING FOUNDATIONS – Grade Levels – 9 – 12

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.

Credits: A one credit course; Fulfills the Computer Science requirement for all diplomas

7183 – PRINCIPLES OF COMPUTING – Grade Levels – 9 – 12

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.

Credits: A two credit course, 1 credit per semester

Counts as an elective for all diplomas

7351 – TOPICS IN COMPUTER SCIENCE – Grade Levels – 9 – 12

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.

Credits: A two credit course, 1 credit per semester

Required Perquisites: Principles of Computing (can be taken concurrently)

Fulfills a STEM requirement or elective for all diplomas

7352 – COMPUTER SCIENCE – Grade Levels – 11 – 12

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. **(This course also covers the content for 4570 – AP Computer Science A).**

Required prerequisite: Topics in Computer Science

Credits: A two credit course; 1 credit per semester

Fulfills a STEM requirement or elective for all diplomas

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CTE: FAMILY & CONSUMER SCIENCES

COURSE TITLE	GRADE LEVEL	CREDIT
Interpersonal Relationships (Semester)	9 – 12	1
Preparing for College and Careers (Semester)	9 – 12	1
Principles of Fashion & Textiles (Full Year)	9 – 12	1
Nutrition & Wellness (Semester)	10 – 12	1
Human Development & Wellness (Semester)	10 – 12	1
Child Development (Semester)	10 – 12	1
Adult Roles & Responsibilities (Semester)	11 – 12	1

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5364 - INTERPERSONAL RELATIONSHIPS (1 semester) – Grade Levels – 9 – 12

Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of interpersonal relationships. Direct, concrete language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

Credits: A one credit course; Fulfills Communications-Focused requirement or elective for all diplomas

5394 - PREPARING FOR COLLEGE AND CAREERS (1 semester) – Grade Levels – 9 – 12

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 post-secondary 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-life experiences, is recommended.

Credits: A one credit course; Counts as a Directed Elective or Elective for all diplomas

7301 – PRINCIPLES OF FASHION & TEXTILES – Grade Levels – 9 – 12

Principles of Fashion and Textiles prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students for all aspects of the fashion creation process. Major topics include: Basic clothing construction techniques, pattern alterations, and use of commercial patterns.

Credits: A two credit course; 2 semesters required; Counts as an elective for all diplomas

5342 – NUTRITION & WELLNESS (1 semester) – Grade Levels – 10 – 12

Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied. This course is the first in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

Credits: A one credit course; Counts as an elective for all diplomas

5366 - HUMAN DEVELOPMENT & WELLNESS (1 semester) – Grade Levels – 10 –12

Human Development and Wellness is valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. Authentic applications through service learning are encouraged.

Credits: A one credit course; Counts as an elective for all diplomas

5362 - CHILD DEVELOPMENT (1 semester) – Grade Levels – 10 – 12

Child Development is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

Credits: A one credit course; Counts as an elective for all diplomas

5330 - ADULT ROLES & RESPONSIBILITIES (1 semester) – Grade Levels – 11 – 12

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

responsibilities, individual and family resource management, and financial responsibility and resources. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to individual and family life.

Credits: A one credit course; Counts as an elective for all diplomas

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CTE: AGRICULTURE SCIENCE

COURSE TITLE	GRADE LEVEL	CREDIT
Principles of Agriculture (Dual Credit)	9 – 12	2
Ag. Power, Structure, and Technology (Dual Credit)	9 – 12	2
Agriculture Structures Fabrication and Design	10 – 12	2
Natural Resources (Dual Credit)	9 – 12	2
Forestry and Wildlife Management	10 – 12	2
Animal Science (Dual Credit)	10 – 12	2
Supervised Agricultural Experience (SAE)	9 – 12	1

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7117 – PRINCIPLES OF AGRICULTURE – INTRO TO AGRICULTURE – IVY TECH – AGRI 100 AND AG BUSINESS & FARM MANAGEMENT – IVY TECH – AGRI 102 (Dual Credit) – Grades – 9 - 12

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.

Credits: A two credit course, 1 credit per semester

Counts as an elective for all diplomas

5088 – AG. POWER, STRUCTURE, AND TECHNOLOGY – AGRICULTURE MECHANIZATION – IVY TECH – AGRI 106 AND AGRICULTURE SAFETY – IVY TECH – AGRI 128 (Dual Credit) - Grade Levels – 9 – 12

Agriculture Power, Structure and Technology is a lab intensive course in which students develop an understanding of basic principles of tool selection, operation, maintenance, and management of agricultural equipment in concert with the utilization of technology. Topics covered include: safety, problem-solving/troubleshooting, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience, and career opportunities in the area of agriculture power, structure, and technology.

Credits: A two credit course, 1 credit per semester

Required Prerequisite: Principle of Ag (can be taken concurrently); Counts as an elective for all diplomas

7112 – AGRICULTURE STRUCTURES FABRICATION AND DESIGN – Grade Levels – 10 – 12

Agricultural Structures Fabrication and Design focuses on metal work, and agricultural structures. This course allows students to develop skills in welding and metalworking, construction, fabrication, machine components and design while incorporating the engineering design process. Students will also cover safety topics for each area while demonstrating appropriate health and safety standards.

Credits: A two credit course, 1 credit per semester

Required Prerequisite: Agriculture Power, Structure, and Technology

Fulfills STEM requirement or an elective for all diplomas

5180 - NATURAL RESOURCES – NATURAL RESOURCE MNGMNT – IVY TECH – AGRI 115 (Dual Credit) – Grade Levels – 9 – 12

Natural Resources provides students with a background in environmental science and conservation. Course work includes hands-on learning activities that encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, minerals, interrelationships

between humans and natural systems, wetlands, wildlife, safety, careers, leadership, and supervised agricultural experience programs.

Credits: A two credit course, 1 credit per semester
Required Prerequisite: Principles of Agriculture (can be taken concurrently)
Fulfills STEM requirement or an elective for all diplomas

7270 FORESTRY AND WILDLIFE MANAGEMENT - Grade Levels - 10-12

Forestry and Wildlife Management provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts related to environmental and ecological impacts, forestry management, timber harvesting, tree production, and wood utilization, as well as environmental issues and career exploration.

Credits: A two credit course, 1 credit per semester
Required Prerequisite: Natural Resources
Fulfills STEM requirement or an elective for all diplomas

5008 - ANIMAL SCIENCE – ANIMAL SCIENCE – IVY TECH – AGRI 103 (Dual Credit) – Grade Levels – 10 – 12

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.

Credits: A two credit course, 1 credit per semester
Required Prerequisite: Principles of Agriculture (can be taken concurrently)
Fulfills STEM requirement or an elective for all diplomas

5228 – SUPERVISED AGRICULTURAL EXPERIENCE (SAE) – Grade Levels – 9 – 12

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students will apply knowledge in the classroom, laboratory, and other training sites to real-life situations with a standards-based learning plan. Students work closely with their agriculture teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. Curriculum content and competencies need to be varied so that school year and summer session experiences are not duplicative.

Credits: A one credit course per year (8 credits maximum)
Counts as an elective for all diplomas

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CAREER & TECHNICAL EDUCATION COURSES - WRCTE Courses

COURSE TITLE	GRADE LEVEL	CREDIT
Automotive Service Technology I & II	11 – 12	6
Business Management & Marketing I	11 – 12	6
Construction Trades I & II	11 – 12	6
Construction Trades – Facilities Maintenance	11 – 12	6
Cosmetology I & II	11 – 12	6
Criminal Justice I & II	11 – 12	6
Culinary Arts & Hospitality I & II	11 – 12	6
Early Childhood Education	11 – 12	6
Education Professions I & II	11 – 12	6
Exercise Science/Physical Therapy	11 – 12	6
Health Science Education I: CNA	11 – 12	6
Health Science Education II: CCMA	11 – 12	6

Precision Machining I & II	11 – 12	6
Robotics I & II	11 – 12	6
Veterinary Science I & II	11 – 12	6
Welding Technology I & II	11 – 12	6

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For course descriptions, see: https://drive.google.com/file/d/1W7uK32Iunw18cW0vUZf-JNcyFRUjvCNH/view

AUTOMOTIVE SERVICE TECHNOLOGY I (Dual Credit) - Grade Levels - 11 - 12
7213 - Principles of Automotive Services
7205 - Brake Systems
7212 - Steering and Suspension
Location: Wabash River Autos - 1321 2nd St, Covington
Credits: A six credit course (two credits for each class, 1 credit per semester)
Counts as a Directed Elective or Elective for all diplomas

AUTOMOTIVE SERVICE TECHNOLOGY II (Dual Credit) - Grade Level - 12
7375 - Automotive Service Capstone
Location: Wabash River Autos - 1321 2nd St, Covington
Prerequisites: First year courses
Credits: A six credit Course, 3 credits per semester
Counts as a Directed Elective or Elective for all diplomas

BUSINESS MANAGEMENT & MARKETING I (Dual Credit) – Grade Level – 11 – 12
4562 – Principles of Business Management
7143 – Management Fundamentals
4524 – Accounting Fundamentals
Location: Attica High School
Credits: A six credit course (two credits for each class; 1 credit per semester)
Counts as a Directed Elective or Elective for all diplomas

CONSTRUCTION TRADES I (Dual Credit) - Grade Levels - 11 - 12
7130 - Principles of Construction Trades
7123 - Construction Trades: General Carpentry
7122 - Construction Trades: Framing and Finishing
Location: Fountain Central High School
Credits: A six credit course (two credits for each class; 1 credit per semester)
Counts as a Directed Elective or Elective for all diplomas

CONSTRUCTION TRADES II (Dual Credit) - Grade Level - 12
7242 - Construction Trades Capstone
Location: Fountain Central High School
Prerequisites: First year courses
Credits: A six credit course, 3 credits per semester
Counts as a Directed Elective or Elective for all diplomas;
Qualifies as a Quantitative Reasoning course

CONSTRUCTION TRADES – FACILITY MAINTENANCE – Grade Levels – 11 – 12
7130 - Principles of Construction Trades
7123 - Construction Trades: General Carpentry
7122 - Construction Trades: Framing and Finishing
Location: Fountain Central High School
Credits: A six credit course (two credits for each class, 1 credit per semester)
Counts as a Directed Elective or Elective for all diplomas

COSMETOLOGY I (Dual Credit) - Grade Levels - 11 - 12
7330 - Principles of Barbering and Cosmetology
7331 - Barbering and Cosmetology Fundamentals

7332 - Advanced Cosmetology
Location: Thompson's School of Cosmetology - 116 W Ohio St, Rockville
Credits: A six credit course (two credits for each class, 1 credit per semester)
Counts as a Directed Elective or Elective for all diplomas

COSMETOLOGY II (Dual Credit) - Grade Level - 12
7334 - Barbering and Cosmetology Capstone
Location: Thompson's School of Cosmetology - 116 W Ohio St, Rockville
Prerequisites: First year courses
Credits: A six credit course, 3 credits per semester
Counts as a Directed Elective or Elective for all diplomas

CRIMINAL JUSTICE I (Dual Credit) - Grade Levels - 11 - 12
7193 - Principles of Criminal Justice
7191 - Law Enforcement Fundamentals
7188 - Correctional and Cultural Awareness
Location: Attica High School
Credits: A six credit course (two credits for each class, 1 credit per semester)
Counts as a Directed Elective or Elective for all diplomas

CRIMINAL JUSTICE II (Dual Credit) – Grade Level – 12
7231 – Criminal Justice Capstone
Location: Attica High School
Credits: A six credit course (two credits for each class, 1 credit per semester)
Counts as a Directed Elective or Elective for all diplomas

CULINARY ARTS AND HOSPITALITY I (Dual Credit) - Grade Levels - 11 - 12
7173 - Principles of Culinary and Hospitality
7171 - Nutrition
7172 - Hospitality Management
Location: Seeger High School
Credits: A six credit course (two credits for each class, 1 credit per semester)
Counts as a Directed Elective or Elective for all diplomas

CULINARY ARTS AND HOSPITALITY II (Dual Credit) - Grade Level - 12
7237 - Hospitality Management Capstone
Location: Seeger High School
Prerequisite: First year courses
Credits: A six credit course, 3 credits per semester
Counts as a Directed Elective or Elective for all diplomas

EARLY CHILDHOOD EDUCATION – Grade Levels – 11 – 12
7130 – Principles of Early Childhood
7158 – Early Childhood Curriculum
7159 – Early Childhood Guidance
Location: Covington
Credits: A six credit course (two credits each class, 1 credit per semester)
Counts as a Directed Elective or Elective for all diplomas

EDUCATION PROFESSIONS I (Dual Credit) - Grade Levels - 11 - 12
7161 - Principles of Teaching
7157 - Child and Adolescent Development
7162 - Teaching and Learning
Location: Fountain Central High School
Credits: A six credit course (two credits for each class, 1 credit per semester);
Counts as a Directed Elective or Elective for all diplomas

EDUCATION PROFESSIONS II (Dual Credit) - Grade Level - 12
7267 - Education Professions Capstone
Location: Fountain Central High School
Prerequisites: First year courses
Credits: A six credit course, 3 credits per semester
Counts as a Directed Elective or Elective for all diplomas

EXERCISE SCIENCE/PHYSICAL THERAPY (Dual Credit) – Grade Levels – 11 – 12
7320 – Principles of Exercise Science
7321 – Kinesiology
7322 – Human Performance
Location: Attica
Credits: A six credit course (two credits for each class, 1 credit per semester);
Counts as a Directed Elective or Elective for all diplomas

HEALTH SCIENCE EDUCATION I: CNA (Dual Credit) - Grade Levels - 11-12
7168 - Principles of Healthcare
5274 – Healthcare Fundamentals
7166 - Healthcare Specialist: CNA
Location: Seeger High School
Credits: A six credit course
Counts as a Directed Elective or Elective for all diplomas
HEALTH SCIENCE EDUCATION II: CCMA (Dual Credit) – Grade Level – 12
7255 – Healthcare Specialist Capstone (2 credits)
7164 – Certified Clinical Medical Assistant (1 credit)
7137 – Principles of Pharmacy Tech (Optional-Online)
Location: Seeger High School
Credits: A six credit course (two credits for each class, 1 credit per semester); two additional for Pharm Tech
Counts as a Directed Elective or Elective for all diplomas

PRECISION MACHINING I (Dual Credit) - Grade Levels - 11 - 12
7109 - Principles of Precision Machining
7105 - Precision Machining Fundamentals
7107 - Advanced Precision Machining
Location: Attica High School
Credits: A six credit course (two credits for each class, 1 credit per semester)
Counts as a Directed Elective or Elective for all diplomas
PRECISION MACHINING II (Dual Credit) - Grade Level - 12
7219 - Precision Machining Capstone
Location: Attica High School
Prerequisites: First year courses
Credits: A six credit course, 3 credits per semester
Counts as a Directed Elective or Elective for all diplomas

ROBOTICS I (Dual Credit) - Grade Levels - 11-12
7220 - Principles of Industry 4.0 and Digital Manufacturing
4728 - Robotics Design and Innovation
7100 - Smart Manufacturing Systems
Location: North Vermillion High School
Credits: A six credit course (two credits for each class, 1 credit per semester)
Counts as a Directed Elective or Elective for all diplomas
ROBOTICS II (Dual Credit) - Grade Level - 12
7222 – Industry 4.0 - Smart Manufacturing Capstone
Location: North Vermillion High School
Credits: A six credit course, 3 credits per semester
Counts as a Directed Elective or Elective for all diplomas

VETERINARY SCIENCE I (Dual Credit) - Grade Levels - 11-12
7280 - Principles of Veterinary
7281 - Veterinary Science
5070 - Advanced Life Science, Animals
Required GPA: Minimum 2.5
Location: Parke Heritage High School
Credits: A six credit course (two credits for each class, 1 credit per semester)
Counts as a Directed Elective or Elective for all diplomas
VETERINARY SCIENCE II (Dual Credit) - Grade Level - 12
7282 - Veterinary Science Capstone

Location: Parke Heritage High School
Credits: A six credit course, 3 credits per semester
Counts as a Directed Elective or Elective for all diplomas

WELDING TECHNOLOGY I (Dual Credit) - Grade Levels - 11- 12

7110 - Principles of Welding Technology
7111 - Shielded Metal Arc Welding
7101 - Gas Welding Processes
Location: Fountain Central High School
Credits: A six credit course (two credits for each class, 1 credit per semester)
Counts as a Directed Elective or Elective for all diplomas

WELDING TECHNOLOGY II (Dual Credit) - Grade Level - 12

7226 - Welding Technology Capstone
Location: Fountain Central High School
Prerequisite: First year courses
Credits: A six credit course, 3 credits per semester
Counts as a Directed Elective or Elective for all diplomas

HONOR JACKET INFORMATION

Effective Fall Semester 2022

Honor Jacket and Chevron Awards are based on semester grades. Students are eligible for seven semesters of high school (through the first semester of the senior year). All classes will count, except credit recovery on APEX. In order to qualify for the award students must meet the following criteria:

- 9th &10th Grades - earn straight As
- 11th & 12th Grades - must be taking a minimum of one weighted class - allowed one "B;" all other grades must be As

This award is sponsored 100% by Fountain Trust and Steel Grip.

Weighted Classes: See below

SEMESTER GRADE CALCULATIONS AND CLASS RANKING SYSTEM

Letter grades are first assigned a value using the four-point scale (which applies to all classes). Weighted classes are as follows:

- AP courses (Calculus AB, Statistics, US History, Computer Science I)
- Priority Dual Credit Courses (English, Math, Science, World Language)

The courses listed above will receive a 0.014 weight/increase to student GPA at the end of each semester. Semester grade must be a C- or higher to receive the weight.

In cases where a student has received weighted grades from another school, if Covington Community High School also recognizes those courses as weighted, the student's GPA will be reconciled using Covington's weighted system. Any course that is not part of the Covington's weighted system will not receive weight.

Class rank is determined by ascertaining grade point average and ranking all students in a class in descending order on a 4.0 scale using the weighted GPA.

Grading Scale

A	93-100		C	73-77
A-	90-92		C-	70-72
B+	88-89		D+	68-69
B	83-87		D	63-67
B-	80-82		D-	60-62
C+	78-79		F	0-59

Value for GPA

A	4.00		C	2.00
A-	3.67		C-	1.67
B+	3.33		D+	1.33
B	3.00		D	1.00
B-	2.67		D-	0.67
C+	2.33		F	0

Final examinations represent 20% of the final grade, with the two included nine weeks grading periods being 40% each