MUNCIE CENTRAL HIGH SCHOOL

Placing Learners First

Muncie Community Schools

Curriculum Handbook

2026 - 2027

Introduction

This Curriculum Handbook is published to assist students and parents in planning student programs that will prepare them for post-secondary study or the workplace. The format provides detailed information on grade levels, content, pre-course recommendations, and descriptions for each course.

Table of Contents

Course Scheduling and Changes

Student Forms

Students should contact their school counselor to obtain any of the following forms:

- Application to Audit a Course
- Request for Enrollment on a Pass/Fail Basis
- Application for Post-Secondary Program
- Application to Retake a Course
- Request for Early High School Graduation

Scheduling Process

- Career Planning: Before high school, students complete a career interest inventory and work with a school counselor to develop a Graduation Pathway Plan. The plan may be adjusted as the student progresses.
- Course Alignment: Selected courses should align with career goals and reflect academic and technical skills.
- Course Codes: Each course has a four-digit code corresponding to the high school course selection sheet.
- Annual Scheduling: Students meet with counselors each year to plan courses for the following year.
- Parental Involvement: Parents/guardians are encouraged to contact the guidance office to provide input.
- Handbook Use: Students and parents should use this handbook to understand graduation and credit requirements when developing the Graduation Pathway Plan.

Schedule Changes

- Requests: Schedule changes must be submitted within the first two weeks of each semester for full consideration.
- Approval: All schedule changes require counselor, teacher, and/or administrative approval.
- Late Requests: Changes requested after the first two weeks are handled under the Withdrawal from Class policy.

Retaking a Course

- Students may retake a course to earn a higher grade.
- Both grades will be included in the calculation of the GPA.
- Only one credit will count toward graduation requirements.

Withdrawal from Class

- Students who wish to drop a course after the first two weeks must meet with their school counselor.
- A Course Change Request Form must be completed.
- The transcript may show a WD/F for the withdrawn course.

- All course withdrawals require counselor, teacher, and/or administrative approval.

Class Audit

Students may be allowed to audit a class using the following criteria:

- The student must have the approval of the principal after the student has consulted with the counselor and teacher.
- The student would be on a stand-by basis as class size permits.
- The student must do assignments required of students taking the class for credit.
- The student must adhere to the school's attendance policy.
- The student cannot audit and then later take the class for credit. A student should see his or her counselor for an application to audit a class, prior to the start of the semester.

Gifted and Talented Program-Honors Classes

The Muncie Community Schools, through its Gifted and Talented Program, offers Honors courses to students in grades six (6) through tenth (10). Students are selected for participation in the program based on their academic achievement and standardized test scores, course grades, and teacher recommendations. Parents may also refer their children for program consideration.

Credit Recovery

The Credit Recovery program allows students to earn or recover credits needed to graduate on time.

- Students use APEX software during a regular class period to complete course requirements.
- Students must meet weekly work goals to remain in the program.

Eligibility

Students must be on a diploma track and meet one or more of the following criteria:

1. Attempted and failed the traditional course at least once.
2. At risk of not graduating with their class due to insufficient credits.
3. Withdrawn from a course for reasons other than serious behavioral issues.
4. Approved at the discretion of a Muncie Central school administrator.

Dual Credit

Dual credit is when high school students have the opportunity to earn both high school and college credits simultaneously. Dual credit courses are taught by high school faculty, adjunct college faculty or college faculty either at the high school, at the college or university, or sometimes through online courses or distance education.

Note: A PSAT, SAT, ACT, and/or a KA score will be used to determine whether a student qualifies to earn dual credit. If a student does not qualify for the dual credit, they may remain in the course and earn HS credit.

Post-Secondary Credit

A local school board shall recognize courses completed in a post-secondary institution in meeting high school graduation requirements provided that:

- the institution is an accredited public or private college or university located in Indiana that grants a baccalaureate or associate degree
- prior approval is obtained as outlined by the local school board policy.
  A student should request the post-secondary credit form from his high school counselor.

Graduation Requirements

Each student in the Class of 2025 through 2028 is required to meet the following in order to graduate. Details about the Indiana Graduation Requirements can be found on the IDOE website.

Starting with the Class of 2029, students will be required to earn a minimum of forty-two (42) credits to earn a Muncie Central High School diploma. Students in this cohort will still be required to complete the following categories, including employability skills and postsecondary readiness competencies. Information about the graduation pathways are also found on the IDOE Website.

Honor Graduates (Class of 2026 and Beyond)

Students who meet the criteria below are recognized as **Honor Graduates**:

- **Meet all graduation requirements**
- Maintain an **overall GPA of 3.5 or higher**
- Attend **both semesters of senior year**

Honor Graduates receive:

- Special listing in the **commencement program**
- Recognition during the **commencement ceremony**
- An **honor cord**
- Placement of their name on the **Honor Plaque**

Graduating with Distinction

Students with a GPA of 3.5 or higher are recognized according to the following distinctions. The final transcript will include the designation of cum laude, magna cum laude, or summa cum laude**.**

Cum Laude **– GPA 3.5–3.74 (“with praise”)**

- Recognized with a **white ribbon medal** at senior recognition events and commencement.

Magna Cum Laude **– GPA 3.75–3.99 (“with great praise”)**

- Recognized with a **silver ribbon medal** at senior recognition events and commencement.

Summa Cum Laude **– GPA 4.0 or higher ("with highest praise")**

- Recognized with a **gold ribbon medal** at senior recognition events and commencement.

Early Graduation

Eligibility

- Request at the **end of junior year**.
- Must have completed **28 credits** or all **Graduation Pathway Diploma requirements**.
- Must be **enrolling in a postsecondary program** with verification.

How to Apply

- Obtain and submit the **Early Graduation form** from your counselor by **September 1**.
- Meet with your counselor to confirm all graduation requirements can be met.
- The **principal reviews the request**, and if approved, it goes to the **superintendent** for final approval.
- Students will be **notified by their counselor** of approval or denial.

Graduation Ceremony

- Students approved for early graduation may **participate with their class**.

Early College High School Program

Program Overview

The Early College High School program is offered through a partnership between Muncie Central High School and Ivy Tech Community College. The program allows students to earn a high school diploma while completing college coursework. Students may earn college credits toward a degree or credential while still in high school. The program provides academic support to help students meet graduation requirements and prepare for college and careers. College courses taken as part of the Early College program are provided **at no tuition cost to students**.

Benefits of the Early College Program

Students participating in the program may:

- Earn an Associate's Degree from Ivy Tech Community College
- Earn the Indiana College Core (ICC) or Statewide Transfer General Education Core (STGEC) certificate
- Gain experience with college-level coursework
- Reduce the cost of college tuition
- Potentially graduate from a four-year college earlier

Research from the Indiana Commission for Higher Education shows that students who participate in Early College programs are more likely to enroll in college and complete a degree.

Program Options

Associate's Degree

Students may earn an Associate's Degree (60 credit hours) while enrolled in high school. This represents approximately two years of college coursework and may transfer to many four-year colleges and universities.

Indiana College Core (ICC)

Students may also earn the Indiana College Core (30 credit hours)**.** This credential represents approximately one year of college coursework and is accepted by many colleges in Indiana. Visit the IvyTech Website here.

Admissions Process

Students interested in the Early College program complete the following steps:

1. Submit an Early College application during 8th grade**.**
2. Applications are reviewed based on:
    - Attendance records
    - ILEARN assessment results
    - Teacher recommendations about classroom work habits
3. Selected students must complete a Knowledge Assessment (KA) to determine readiness for college-level courses.
4. Students who do not initially meet qualifying scores may have additional opportunities to qualify for dual credit coursework.

Key Program Terms

Advanced Placement (AP)

Advanced Placement courses are college-level classes offered at Muncie Central High School. Students may take an AP exam at the end of the course. Qualifying scores may allow students to earn college credit.

Knowledge Assessment (KA)

The Knowledge Assessment is used to determine whether a student is ready for college-level coursework.

Dual Credit (DC)

Dual credit courses allow students to earn **both high school credit and college credit at the same time**.

To earn an Associate's Degree or STGEC certificate, students must complete at least 15 college credit hours directly through Ivy Tech courses offered at the high school, online, or at the college campus.

Graduation Requirements

To graduate from the Early College program with a credential from Ivy Tech Community College, students must:

1. Earn a Core 40, Academic Honors, or Technical Honors diploma**.**
2. Maintain a **minimum** grade point average (GPA) of 2.**0** in required college courses.
3. Complete the required number of college credit hours, including at least 15 credits taken as an Ivy Tech student**.**
4. Meet any additional program or accreditation requirements**.**
5. Complete an Application for Graduation during the final semester with assistance from the Early College Coordinator.

Additional Information

- Course availability depends on the number of Ivy Tech-credentialed instructors available at the high school.
- Students involved in band, choir, art, Project Lead the Way, or MACC programs may have alternative options for meeting Physical Education requirements.
- Students who demonstrate college readiness in reading, writing, and math before course registration may have additional elective options.

Ivy Tech Associates of Arts in Liberal Arts – 60 College Credits

Required Courses – Freshman Year

- **IVYT 111: Student Success / Intro to Ivy Tech**
  - MCHS Course: Preparing for College & Careers
  - College Credits: 1

Speaking and Listening (3–6 Credits)

- **COMM 101: Fundamentals of Public Speaking**
  - MCHS Course: Speech 1 Semester
  - College Credits: 3

Written Communication (3 Credits)

- **ENGL 111: English Composition**
  - MCHS Course: English 11-1 Language/Composition
  - College Credits: 3
  - **AP English Language Composition 1 & 2** (Score 3–5 = ENGL 111)
    - College Credits: 3

Quantitative Reasoning (3–9 Credits)

- **MATH 136: College Algebra**
  - MCHS Course: Pre-Calculus/Trigonometry 1
  - College Credits: 3
  - **AP Statistics** (Score 3–5 = MATH 200)
    - College Credits: 3
- **MATH 137: Trigonometry with Analytic Geometry**
  - MCHS Course: Pre-Calculus/Trigonometry 2
  - College Credits: 3
  - **AP Calculus BC** (Score 3–5 = MATH 212)
    - College Credits: 4
- **MATH 211: Calculus I**
  - MCHS Course: Calculus AB 1 & 2
  - College Credits: 4
  - **AP Calculus AB** (Score 3–5 = MATH 211)
    - College Credits: 3
- **MATH 123: Quantitative Reasoning**
  - MCHS Course: Quantitative Reasoning
  - College Credits: 3
- **MATH 135: Finite Math**
  - MCHS Course: Finite Math 1 Semester
  - College Credits: 3

Scientific Ways of Knowing (3–9 Credits)

- **BIOL 101: Introductory Biology**
  - MCHS Course: Biology II-1 & II-2
  - College Credits: 3
  - **AP Biology**
    - Score 3 = BIOL 101, Score 4–5 = BIOL 105
    - College Credits: 5
- **CHEM 101: Introductory Chemistry I**
  - MCHS Course: Chemistry I-1 & I-2
  - College Credits: 3
  - **AP Physics** (Score 3–5 = PHYS 101)
    - College Credits: 4
  - **AP Chemistry** (Score 3–5 = CHEM 105)
    - College Credits: 5

Social and Behavioral Ways of Knowing (3–9 Credits)

- **HIST 101: Survey of American History I**
  - MCHS Course: US History I
  - College Credits: 3
  - **AP US History 1 & 2** (Score 3–5 = HIST 101/102)
    - College Credits: 6
- **HIST 102: Survey of American History II**
  - MCHS Course: US History II
  - College Credits: 3
  - **AP Psychology** (Score 3–5 = PSYC 101)
    - College Credits: 3
- **POLS 101: Intro to American Government**
  - MCHS Course: US Government 1 Semester
  - College Credits: 3
  - **AP US Government** (Score 3–5 = POLS 101)
    - College Credits: 3
- **AP Microeconomics & Macroeconomics**
  - College Credits: 6
- **AP World History**
  - College Credits: 6

Professional Technical Requirements (12 Credits Required)

- **ENGL 215: Rhetoric and Argument**
  - MCHS Course: English 11-2
  - College Credits: 3
- **SPAN 101: Spanish Level I**
  - MCHS Course: Spanish III–1
  - College Credits: 4
- **SPAN 102: Spanish Level II**
  - MCHS Course: Spanish III–2
  - College Credits: 4
- **ENGL 206: Introduction to Literature**
  - MCHS Course: English 12-1

- College Credits: 3
- **AP English Literature & Composition 1 & 2** (Score 3–5 = ENGL 206)
  - College Credits: 3

Humanistic and Artistic Ways of Knowing (3–9 Credits)

- **SPAN 201: Spanish Level III**
  - MCHS Course: Spanish IV-1
  - College Credits: 3
- **SPAN 202: Spanish Level IV**
  - MCHS Course: Spanish IV-2
  - College Credits: 3
- **AP Studio Art 2D 1 & 2**
  - Ivy Tech Course: ARTH 101
  - College Credits: 3

Transfer Cluster Electives (16 Credits)

- **CINS 101: Introduction to Microcomputers**
  - MCHS Course: Digital Applications 1 & 2
  - College Credits: 3
  - **AP Computer Science** (Score 3–5 = CSCI 101)
    - College Credits: 3
- **HLHS 101: Medical Terminology**
  - College Credits: 3
  - **AP Environmental Biology** (Score 3–5 = BIOL 120)
    - College Credits: 3
- **CRIM 101: Criminal Justice I (VU Credit)**
  - MCHS Course: MACC Criminal Justice I
  - College Credits: 3

Liberal Arts Capstone Course – Senior Year (1 Credit)

- **GENS 279: Liberal Arts Capstone Course**
  - MCHS Course: Taken Online
  - College Credits: 1

Total Credits

- **60 college credits required**
- **Minimum General Education Transfer Core: 30 credits**
- **Minimum Ivy Tech Dual Credit: 15 credits**

Note: A student may earn an Associates in Science using the above course outline but instead of earning world language credits the student would take extra science, math, and humanities courses to meet credit requirements.

Ivy Tech Associates of General Studies – 60 College Credit

Required Courses – Freshman Year

- **IVYT 111: Student Success / Intro to Ivy Tech**
  - MCHS Course: Preparing for College & Careers
  - College Credits: 1

Speaking and Listening (3–6 Credits)

- **COMM 101: Fundamentals of Public Speaking**
  - MCHS Course: Speech 1 Semester
  - College Credits: 3

Written Communication (3 Credits)

- **ENGL 111: English Composition**
  - MCHS Course: English 11-1 Language/Composition
  - College Credits: 3
  - **AP English Language Composition 1 & 2**
    - Score 3–5 = ENGL 111
    - College Credits: 3

Quantitative Reasoning (3–12 Credits)

- **MATH 136: College Algebra**
  - MCHS Course: Pre-Calculus/Trigonometry 1
  - College Credits: 3
  - **AP Statistics**
    - Score 3–5 = MATH 200
    - College Credits: 3
- **MATH 137: Trigonometry with Analytic Geometry**
  - MCHS Course: Pre-Calculus/Trigonometry 2
  - College Credits: 3
  - **AP Calculus BC**
    - Score 3–5 = MATH 212
    - College Credits: 4
- **MATH 211: Calculus I**
  - MCHS Course: Calculus AB 1 & 2
  - College Credits: 4
  - **AP Calculus AB**
    - Score 3–5 = MATH 211
    - College Credits: 3
- **MATH 123: Quantitative Reasoning**
  - MCHS Course: Quantitative Reasoning
  - College Credits: 3
- **MATH 135: Finite Math**
  - MCHS Course: Finite Math 1 Semester
  - College Credits: 3

Scientific Ways of Knowing (3–12 Credits)

- **BIOL 101: Introductory Biology**
  - MCHS Course: Biology II-1 & II-2
  - College Credits: 3
  - **AP Biology**
    - Score 3 = BIOL 101 (3 credits)
    - Score 4–5 = BIOL 105 (5 credits)
- **CHEM 101: Introductory Chemistry I**
  - MCHS Course: Chemistry I-1 & I-2
  - College Credits: 3
  - **AP Physics**
    - Score 3–5 = PHYS 101
    - College Credits: 4
  - **AP Chemistry**
    - Score 3–5 = CHEM 105
    - College Credits: 5

Social and Behavioral Ways of Knowing (3–12 Credits)

- **HIST 101: Survey of American History I**
  - MCHS Course: US History I
  - College Credits: 3
  - **AP US History 1 & 2**
    - Score 3–5 = HIST 101/102
    - College Credits: 6
- **HIST 102: Survey of American History II**
  - MCHS Course: US History II
  - College Credits: 3
  - **AP Psychology**
    - Score 3–5 = PSYC 101
    - College Credits: 3
- **POLS 101: Intro to American Government**
  - MCHS Course: US Government 1 Semester
  - College Credits: 3
  - **AP US Government**
    - Score 3–5 = POLS 101
    - College Credits: 3
- **AP World History**
  - College Credits: 6
- **AP Microeconomics & Macroeconomics**
  - College Credits: 6

Professional Technical Requirements (6 Credits Required)

- **ENGL 215: Rhetoric and Argument**
  - MCHS Course: English 11-2
  - College Credits: 3

- **POLS 101: Intro to American Government**
  - MCHS Course: US Government 1 Semester
  - College Credits: 3

Humanistic and Artistic Ways of Knowing (3–12 Credits)

- **ENG 206: Introduction to Literature**
  - MCHS Course: English 12-1
  - College Credits: 3
  - **AP English Literature & Composition 1 & 2**
    - Score 3–5 = ENG 206
    - College Credits: 3
- **SPAN 101: Spanish Level I**
  - MCHS Course: Spanish III–1
  - College Credits: 4
  - **AP Studio Art 2D 1 & 2**
    - Ivy Tech Course: ARTH 101
    - College Credits: 3
- **SPAN 102: Spanish Level II**
  - MCHS Course: Spanish III–2
  - College Credits: 4
- **SPAN 201: Spanish Level III**
  - MCHS Course: Spanish IV-1
  - College Credits: 3
- **SPAN 202: Spanish Level IV**
  - MCHS Course: Spanish IV-2
  - College Credits: 3

Transfer Cluster (22 Credits Required, Max 15 from Any One Prefix)

- **CINS 101: Introduction to Microcomputers**
  - MCHS Course: Digital Applications 1 & 2
  - College Credits: 3
  - **AP Computer Science**
    - Score 3–5 = CSCI 101
    - College Credits: 3
- **HLHS 101: Medical Terminology**
  - College Credits: 3
  - **AP Environmental Biology**
    - Score 3–5 = BIOL 120
    - College Credits: 3
- **CRIM 101: Criminal Justice I (VU Credit)**
  - MCHS Course: MACC Criminal Justice I
  - College Credits: 3
- **DESN 101, 104, 105: PLTW Engineering Courses**
  - College Credits: 3 each

Note: Ivy Tech dual credits earned at MACC may be applied to total AGS credits (ADMF, AUTI, BIOT, BCTI, HLHS, DENT, INDT, WELD).

Liberal Arts Capstone Course – Senior Year (1 Credit)

- **GENS 279: Liberal Arts Capstone Course**
  - MCHS Course: Taken Online
  - College Credits: 1

Total Credits

- 60 college credits required
- 15 credits must come from Ivy Tech dual credit courses
- Minimum General Education Transfer Core: 30 credits

Indiana College Core – 30 College Credits

Speaking and Listening (3 Credits)

- **COMM 101: Fundamentals of Public Speaking**
  - MCHS Course: Speech 1 Semester
  - College Credits: 3

Written Communication (3–6 Credits)

- **ENGL 111: English Composition**
  - MCHS Course: English 11-1 Language/Composition
  - College Credits: 3
  - **AP English Language Composition 1 & 2**
    - Score 3–5 = ENGL 111
    - College Credits: 3
- **ENGL 215: Rhetoric and Argument**
  - MCHS Course: English 11-2
  - College Credits: 3

Quantitative Reasoning (3–12 Credits)

- **MATH 136: College Algebra**
  - MCHS Course: Pre-Calculus/Trigonometry 1
  - College Credits: 3
  - **AP Statistics**
    - Score 3–5 = MATH 200
    - College Credits: 3
- **MATH 137: Trigonometry with Analytic Geometry**
  - MCHS Course: Pre-Calculus/Trigonometry 2
  - College Credits: 3
  - **AP Calculus BC**
    - Score 3–5 = MATH 212
    - College Credits: 4
- **MATH 211: Calculus I**
  - MCHS Course: Calculus AB 1 & 2
  - College Credits: 4
  - **AP Calculus AB**
    - Score 3–5 = MATH 211
    - College Credits: 3
- **MATH 123: Quantitative Reasoning**
  - MCHS Course: Quantitative Reasoning
  - College Credits: 3
- **MATH 135: Finite Math**
  - MCHS Course: Finite Math 1 Semester
  - College Credits: 3

Scientific Ways of Knowing (3–12 Credits)

- **BIOL 101: Introductory Biology**
  - MCHS Course: Biology II-1 & II-2
  - College Credits: 3
  - **AP Biology**
    - Score 3 = BIOL 101 (3 credits)
    - Score 4–5 = BIOL 105 (5 credits)
- **CHEM 101: Introductory Chemistry I**
  - MCHS Course: Chemistry I-1 & I-2
  - College Credits: 3
  - **AP Physics**
    - Score 3–5 = PHYS 101
    - College Credits: 4
  - **AP Chemistry**
    - Score 3–5 = CHEM 105
    - College Credits: 5

Social and Behavioral Ways of Knowing (Credits to equal 30 total)

- **HIST 101: Survey of American History I**
  - MCHS Course: US History I
  - College Credits: 3
  - **AP US History 1 & 2**
    - Score 3–5 = HIST 101/102
    - College Credits: 6
- **HIST 102: Survey of American History II**
  - MCHS Course: US History II
  - College Credits: 3
  - **AP Psychology**
    - Score 3–5 = PSYC 101
    - College Credits: 3
- **AP US Government**
  - Score 3–5 = POLS 101
  - College Credits: 3
- **AP World History**
  - Score 3–5 = HIST 111/112
  - College Credits: 6
- **AP Microeconomics & Macroeconomics**
  - College Credits: 6

Humanistic and Artistic Ways of Knowing (Credits to equal 30 total)

- **ENG 206: Introduction to Literature**
  - MCHS Course: English 12-1
  - College Credits: 3
  - **AP English Literature & Composition 1 & 2**
    - Score 3–5 = ENG 206
    - College Credits: 3
- **SPAN 101: Spanish Level I**
  - MCHS Course: Spanish III–1
  - College Credits: 4
  - **AP Studio Art 2D 1 & 2**
    - Ivy Tech Course: ARTH 101
    - College Credits: 3

- **SPAN 102: Spanish Level II**
  - MCHS Course: Spanish III–2
  - College Credits: 4
- **SPAN 201: Spanish Level III**
  - MCHS Course: Spanish IV-1
  - College Credits: 3
- **SPAN 202: Spanish Level IV**
  - MCHS Course: Spanish IV-2
  - College Credits: 3

Total Credits

- 30 college credits required
- 15 credits must come from Ivy Tech dual credit courses

Additional Notes for ICC:

- Ivy Tech Community College's Indiana College Core (ICC) is incorporated into all transfer curriculums unless program accreditation requirements dictate a different selection of courses.
- The ICC Certificate consists of 30 college credit hours and can transfer as a block to satisfy the Indiana College Core equivalent at receiving public colleges or universities in Indiana.
- The ICC aligns with the **LEAP Essential Learning Outcomes** and supports all eight General Education Outcomes approved by Ivy Tech faculty.
- Courses are selected from Indiana's Core Transfer Library, with few exceptions based on program requirements.

Ivy Tech Community College – AP Credit Awards

Art History
Minimum Score: 3 → Ivy Tech Course: ARTH 101 → Credits: 3
Minimum Score: 4–5 → Ivy Tech Courses: ARTH 101 and ARTH 102 → Credits: 6

Biology
Minimum Score: 3 → Ivy Tech Course: BIOL 101 → Credits: 3
Minimum Score: 4 → Ivy Tech Course: BIOL 105 → Credits: 5
Minimum Score: 5 → Ivy Tech Courses: BIOL 105 and BIOL 107 → Credits: 10

Calculus AB
Minimum Score: 3–5 → Ivy Tech Course: MATH 211 → Credits: 4
Calculus BC
Minimum Score: 3 → Ivy Tech Course: MATH 211 → Credits: 4
Minimum Score: 4–5 → Ivy Tech Courses: MATH 211 and MATH 212 → Credits: 8

Chemistry
Minimum Score: 3 → Ivy Tech Course: CHEM 101 → Credits: 5
Minimum Score: 4–5 → Ivy Tech Courses: CHEM 105 and CHEM 106 → Credits: 10

Chinese Language and Culture
Minimum Score: 3–5 → Ivy Tech Course: Foreign Language Elective → Credits: 8

Comparative Government and Politics
Minimum Score: 3–5 → Ivy Tech Course: POLS 211 → Credits: 3

Computer Science A
Minimum Score: 3–5 → Ivy Tech Course: CSCI 101 → Credits: 3

English Language and Composition
Minimum Score: 3 → Ivy Tech Course: ENGL 111 → Credits: 3
Minimum Score: 4–5 → Ivy Tech Courses: ENGL 111, ENGL 215 → Credits: 6
English Literature and Composition
Minimum Score: 3–5 → Ivy Tech Course: ENGL 206 → Credits: 3

Environmental Science
Minimum Score: 3–5 → Ivy Tech Course: BIOL 120 → Credits: 3

European History
Minimum Score: 3–5 → Ivy Tech Course: Humanities Elective → Credits: 3

French Language
Minimum Score: 3–5 → Ivy Tech Courses: FREN 201, FREN 202 → Credits: 8
French Literature
Minimum Score: 3 → Ivy Tech Course: Humanities Elective → Credits: 3

German Language
Minimum Score: 3–5 → Ivy Tech Course: Foreign Language Elective → Credits: 8

Human Geography
Minimum Score: 3–5 → Ivy Tech Course: Humanities Elective → Credits: 3

Italian Language and Culture
Minimum Score: 3–5 → Ivy Tech Course: Foreign Language Elective → Credits: 8

Japanese Language and Culture
Minimum Score: 3–5 → Ivy Tech Course: Foreign Language Elective → Credits: 8

Latin / Literature
Minimum Score: 3 → Ivy Tech Course: Humanities Elective → Credits: 3
Latin / Vergil
Minimum Score: 3–5 → Ivy Tech Course: Foreign Language Elective → Credits: 8

Macroeconomics
Minimum Score: 3–5 → Ivy Tech Course: ECON 201 → Credits: 3
Microeconomics
Minimum Score: 3–5 → Ivy Tech Course: ECON 202 → Credits: 3

Music Theory
Minimum Score: 3–5 → Ivy Tech Course: HUMA 117 → Credits: 3

Physics B
Minimum Score: 3 → Ivy Tech Course: PHYS 101 → Credits: 4
Minimum Score: 4–5 → Ivy Tech Courses: PHYS 101 and PHYS 102 → Credits: 8
Physics C / Electricity and Magnetism
Minimum Score: 3–5 → Ivy Tech Courses: PHYS 102, PHYS 221 → Credits: 4
Physics C / Mechanics
Minimum Score: 3–5 → Ivy Tech Courses: PHYS 101, PHYS 220 → Credits: 4

Psychology
Minimum Score: 3–5 → Ivy Tech Course: PSYC 101 → Credits: 3

Spanish Language
Minimum Score: 3–5 → Ivy Tech Courses: SPAN 201, SPAN 202 → Credits: 8
Spanish Literature
Minimum Score: 3 → Ivy Tech Courses: SPAN 201, SPAN 202, SPAN 240 → Credits: 11

Studio Art
Studio Art Drawing / Studio Art 2-D Design / Studio Art 3-D
Minimum Score: 3–5 → Ivy Tech Courses: ARTS 100, ARTS 102, ARTS 103 → Credits: 3 each

U.S. Government and Politics
Minimum Score: 3–5 → Ivy Tech Course: POLS 101 → Credits: 3

United States History
Minimum Score: 3–5 → Ivy Tech Courses: HIST 101 and HIST 102 → Credits: 6

World History
Minimum Score: 3–5 → Ivy Tech Courses: HIST 111, HIST 112 → Credits: 6Students should request that results be sent to the specific Ivy Tech region they plan to attend. Credit will be awarded only if the AP tests are applicable to the program concerned.

GRADE PROGRESS REPORTS

Grade cards are distributed at the end of the nine-week grading period. Mid-term progress reports will be provided for each student on four dates specified by the corporation.

GRADING SCALE

The Muncie Community Schools' 9-12 grade scale is:

90 - 100% = A
80 - 89% = B
70 - 79% = C
60 - 69% = D
59% & below = F

WEIGHTED GRADES

- Weighted grades apply to Honors, AP courses, and some dual credit classes.
- A weighting factor of .2 is multiplied by the total number of weighted courses taken and then divided by the number of semesters completed.
- The quotient is then added to the GPA established by the actual earned grades in all course work.

HONOR ROLL ELIGIBILITY CRITERIA

There will be three Honor Roll categories for secondary schools:

- 4.0 Grade Point Average Honor Roll
- 3.5 Grade Point Average Honor Roll
- 3.0 Grade Point Average Honor Roll

Additional criteria:

- Honor Roll will be determined from nine-week grades.
- To be eligible, students must be enrolled and earning credit in at least five (5) classes. A course taken on pass/fail option will not count as one of these five (5) classes.
- Students will be ineligible for Honor Roll if they have earned a grade of "F" in any course.

GRADE REVIEW GUIDELINES

It is the position of the Board of School Trustees of the Muncie Community Schools that grades awarded for student achievement and performance are determined by the student's teacher. This is totally appropriate because only the teacher has adequate information to make these decisions. It is extremely important that students, parents/guardians, and teachers understand this position completely. The following guidelines will be used in working with a request for reviewing a student's grade. The request may be initiated at Step 1 or 2 by the student and/or parent/guardian.

1. A conference with the student and teacher will occur.
2. A conference with parent/guardian and teacher will occur. Other appropriate school personnel may be involved if requested.
3. Formal request for a grade review must be made on the appropriate form within five (5) days following the official date grades are issued.

4. A conference involving a building administrator, parent/guardian, student, teacher, and other appropriate school personnel will be scheduled. Closure of a grade review request will occur within the ten (10) school days following the official date grades are issued.
5. At the end of the school year the formal request must be made on the appropriate form within one (1) week. Closure of the grade review request will occur within two (2) weeks following the official date grades are issued.
6. After closure of the grade review request, a student's grade may be adjusted.

GRADING FORMULA FOR MACC CTE PROGRAMS

Following the Governor Workforce Cabinet's Next Level Programs of Study (NLPS) course framework, first-year MACC students must complete three two-credit classes over the course of the school year. These courses are generally referred to as the Principles, Concentrator A, and Concentrator B courses. GWC has afforded us the flexibility of offering these courses in sequential order or offering them concurrently.

INTERNSHIPS – CTE PROGRAMS

Internship experiences are required in some career and technical education program areas and optional for others, and sometimes limited to senior level students. Internships may be paid or unpaid, and students must meet all required criteria to participate, as well as provide their own transportation.

INDUSTRY CERTIFICATION

Career & Technical Education programs provide students the opportunity to develop the knowledge and skills required to earn industry certification. Examples include:

- Automotive Service Excellence (ASE)
- National Center for Construction Education & Research (NCCER)
- American Welding Society (AWS)
- Manufacturing Skills Standards Council
- Indiana Certified Nursing Assistant (CNA)
- State Board of Cosmetology
- Emergency Responders Certification

Credit by Proficiency

A student may earn credits toward graduation or an Academic Honors Diploma by **demonstrating proficiency** in a course or subject area, even if the student has not completed the course. Proficiency can be demonstrated through **one or more of the following methods**:

1. Achieving a passing score on a **standardized assessment** recognized by accredited postsecondary institutions.
2. Earning a **high proficiency score** on an end-of-course assessment without taking the course.
3. Successfully completing a **similar course** at an eligible institution through the **Postsecondary Enrollment Program** (IC 21-43-4).
4. Scoring **3, 4, or 5** on an **Advanced Placement (AP) exam** in the course or subject area.
5. Other methods **approved by the State Board of Education**.

Extracurricular Eligibility

To participate in school-sponsored extracurricular activities, students must meet the following requirements:

- Be **passing at least six (6) subjects** each grading period and at the end of a semester.
- **Semester grades take precedence** over the last grading period grades.
- Maintain a **minimum 2.0 GPA**.
    - Students with a GPA below 2.0 must attend a **before- or after-school study program twice a week** to maintain eligibility.
    - Failure to attend the study program will result in **ineligibility** for extracurricular activities for that grading period.

Eligibility Determination:

- Based on the **last officially posted grades**.
- Summer school grades can **restore eligibility** if a student passes **five (5) combined classes** for the second semester and summer school.

Grade Level Transition:

- Students are eligible at the start of a **new school level** regardless of GPA from the previous level:
    - Elementary GPA does not affect middle school eligibility.
    - Middle school GPA does not affect high school eligibility.

COLLEGE ATHLETIC ELIGIBILITY

Students who plan to enroll in college and participate in Division I or Division II athletics must be certified by the National Collegiate Athletic Association (NCAA) Eligibility Clearinghouse. Grade point, SAT, and ACT requirements can be located on the NCAA Eligibility Center website at www.eligibilitycenter.org. Students need to start this process during their sophomore year.

NCAA Core Course Requirements

Division I

Core Courses Required: 16

Qualifier Requirements:

- **English:** 4 years
- **Mathematics:** 3 years (Algebra I or higher)
    - Ten core courses must be completed before the start of the seventh semester.
    - Seven of the ten must be in English, Math, or Natural/Physical Science.
    - These courses are “locked-in” for core-course GPA calculation.
- **Natural/Physical Science:** 2 years (1 year of lab if offered by high school)
- **Additional English, Mathematics, or Natural/Physical Science:** 1 year

    - Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) required on a sliding scale.
- **Social Science:** 2 years
- **Additional Academic Courses:** 4 years
    - Can include any area above, foreign language, or comparative religion/philosophy

Division II

Core Courses Required: 16

Qualifier Requirements:

- **English:** 3 years
- **Mathematics:** 2 years (Algebra I or higher)
    - Earn at least a 2.200 GPA in your high school core courses.
    - Earn the SAT or ACT score that matches your core-course GPA on the Division II competition sliding scale.
- **Natural/Physical Science:** 2 years (1 year of lab if offered by high school)
- **Additional English, Mathematics, or Natural/Physical Science:** 3 years
- **Social Science:** 2 years
- **Additional Academic Courses:** 4 years
    - Can include any area above, foreign language, or comparative religion/philosophy
- **High School Graduation:** Must graduate from high school

Special Education

Muncie Community Schools provides educational opportunities to all eligible students with disabilities in compliance with Title 511, Article 7, Rules 17–31. A continuum of special education placements is offered in the least restrictive environment.

Eligibility

- Services are available for students at least 3 years old and under 22 years old, as determined appropriate by the case conference committee (CCC).
- Students in special education have access to the same variety of educational programs and services as all students.

Individualized Education Program (IEP)

- Each year, the CCC reviews and updates the student's IEP.
- The CCC determines the necessary educational modifications, accommodations, and special education services.
- The CCC also decides the extent of participation in general education courses, non-academic programs, and extracurricular activities.

Participation and Communication

- Students and parents/guardians are encouraged to attend the CCC meeting to participate in program planning and course selection.

- Questions about an IEP should be directed to the building case conference coordinator.

Freshman Programs

Freshman Seminar

Freshman Seminar is a course designed to help new high school students achieve **social and academic success**. Topics include:

- School spirit and community involvement
- Effective note-taking and study skills
- Interpersonal skills and teamwork
- College applications and career planning

The curriculum is **flexible** to meet the needs of each class. Freshman Seminar provides **dedicated time for students to focus on their future** and understand the skills needed for high school, post-secondary education, and careers.

- Scheduled like any other course
- Students earn **competency-based credits** at the end of each semester

Freshman Academy

Freshman Academy supports incoming freshmen by providing a **team-based, supportive environment**.

- Students are grouped with the same **core subject teachers**
- Teachers provide **focused academic and social support**
- The goal is to **build a strong foundation** for a successful high school experience

Course Listing

ADVANCED PLACEMENT COURSES

Advanced Placement Courses are those for which the College Board has developed a course description and examination and which may be used to meet high school graduation requirements. ***Note:*** Students taking an Advanced Placement (AP) Course will be required to take the corresponding AP Exam at the end of the course. Advanced Placement courses within the Muncie Community Schools are as follows:

- AP Biology
- AP Calculus, AB
- AP Calculus, BC
- AP Chemistry
- AP Computer Sciences A
- AP Computer Science Principles
- AP English Language and Composition
- AP English Literature and Composition
- AP Environmental Science
- AP Government and Politics: United States
- AP Microeconomics 1
- AP Macroeconomics 2
- AP Physics I, Algebra Based
- AP Physics II, Algebra Based
- AP Psychology
- AP Spanish Language
- AP Statistics
- AP Studio Art, 2D
- AP Studio Art, 3D
- AP U.S. History P World History Modern

ENGLISH/LANGUAGE ARTS

1002 English 9-1
1002 English 9-2

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

1002 Honors English 9-1
1002 Honors English 9-2

Freshman Honors English integrates literature, composition, advanced vocabulary study, and oral communication. Students develop their use of language and literature as a tool for critical and analytical thinking and as a source of pleasure. It utilizes a literary canon from different cultures and periods of general literature for a source of understanding of the world. Emphasis is placed on various literary genres. Composition components include persuasive writing, reasoning to support a hypothesis, research, special projects, related papers, annotated bibliographies, and the use of the Modern Language Association (MLA) format. Oral communication emphasizes the effective presentation of literature-related projects, opportunities for impromptu, informative, and persuasive communications, and defense of point of view in discussion.

1002A Applied English 9-1
1002A Applied English 9-2

Applied English 9 is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability-appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

1010 English/Language Arts Lab
1010 English/Language Arts Lab

Language Arts Lab is a supplemental course that provides students with additional support in reading comprehension and writing skill development. The major focus of the class is on the Indiana writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards. The course does not meet English credit requirements for graduation.

1010A Applied English/Language Arts Lab
1010A Applied English/Language Arts Lab

Applied Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support skills and content aligned to Indiana Academic Standards or Content Connectors for English/Language Arts. All students should be concurrently enrolled in an English course or have met the ELA requirements for the Certificate of Completion.

1004 English 10-1
1004 English 10-2

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

1004 Honors English 10-1
1004 Honors English 10-2

This course integrates literature, composition, advanced vocabulary study focusing on SAT preparation, and oral communication. Literature selections frame the basis for exploring the reasoning process through analysis and interpretation and extensive essay writing. Students will be expected to complete a research project. Opportunities will be presented for impromptu, informative, and persuasive discussions, oral presentations, and defense of point of view. The composition component of this course will provide students with an understanding of the elements of descriptive, narrative, and expository writing, citing support passages from literature to defend written arguments, points of view, informed opinions, and written responses on a topic. An SAT preparatory unit on vocabulary development is emphasized. This course expects students to produce a far greater volume, complexity, and depth of reading and writing than English 10.

1004 Applied English 10-1

1004 Applied English 10-2

Applied English 10, an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

1006 English 11-1

1006 English 11-2

1006 English 11-1/ ENGL 111 Ivy Tech

1006 English 11-2/ ENGL 215 Ivy Tech

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

1006 Applied English 11-1

1006 Applied English 11-2

Applied English 11, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access online information.

1008 English 12-1

1008 English 12-2

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

1008 Applied English 12-1
1008 Applied English 12-2

Applied English 12, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each student. Students analyze, compare, and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access online information.

1056 AP English Language and Composition 1
1056 AP English Language and Composition 2

AP English Language and Composition is a course based on the content established and copyrighted by the College Board. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study. Students will be expected to take the AP exam upon completion of the course.

1058 AP English Literature and Composition 1
1058 AP English Literature and Composition 2

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

1094 Expository Writing

Expository Writing is a study and application of the various types of informational writing intended for a variety of different audiences. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Courses can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

1092 Creative Writing

Creative Writing 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. Courses can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

1070 Debate 1

Debate is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking).

1060 Etymology

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

1080 Journalism 1

1080 Journalism 2

Journalism is a study of news elements, journalism history, First Amendment law, ethics, fact and opinion, copy editing, news, and features as they apply to print and digital media products. It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns, and digital media writing forms. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism, and emerging media development and design. By the end of the semester, students write, shoot, and design stories for print and digital media products.

1086 Student Media/Newspaper Production 1

1086 Student Media/Newspaper Production 2

1086 Student Media/Yearbook Production 1

1086 Student Media/Yearbook Production 2

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

1084 Digital Media 1

1084 Digital Media 2

Mass Media, a course based on the High School Journalism Standards and the Mass Media and Media Literacy Standards, is the study of the importance of mass media as pervasive in modern life at the local, national, and global levels. It includes a study of the impact of constant and immediate news, entertainment, and persuasive messages on everyday life. Students use course content to become knowledgeable consumers of mass media in preparation for their

roles as informed citizens in a democratic society. For the second credit: Students continue to critically analyze mass media products and messages as they influence societal rules. By the end of the semester, students complete a multimedia project comparing different aspects of a topic of interest or concern.

1076 Speech

Speech 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. Speech 2 will focus on leadership development, listening skills, oral interpretation, parliamentary procedure, discussion, research method, and oral debate.

1078 Adv Speech/Communication 101 Ivy Tech

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

1020 American Literature

American Literature is a study of representative works and authors of the United States. Students read, analyze, evaluate, critique, and actively respond to a wide variety of literary genres that reflect American culture, including quality works of various ethnic and cultural minorities. Students compare readings and media from literature, history, and other subjects by demonstrating how the ideas and concepts presented in the works are interconnected, distinctly American, and important to an understanding of the development of the current culture.

1022 Biblical Literature

The Bible is read from a literary standpoint in this course. Biblical Literature surveys the Bible as a source of a wide variety of literary genres, patterns, themes, and conventions. Different books from the Bible are read in relation to their times. In addition, this course provides a basis for understanding Biblical references (allusions) in both classical and modern literature. Related literature is included as it pertains to Biblical themes. Writing and discussion opportunities are included in the context of this course.

1026 Classical Literature

Classical Literature surveys Greek and Roman literature, including a survey of great authors. This course includes the study of a variety of literary genres. Possible themes include the transition from oral to literate cultures, the emergence of cities and empires, the use of mythology, and the rise and fall of democracy. Influences of classical literary patterns, themes, and conventions on modern literature may also be explored. Emphasis is placed on reading, oral discussion, and written discourse.

1120 Developmental Reading

Developmental Reading is a supplemental course that provides students with individualized

instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English/Language Arts focusing on the Reading Standards for Literature and Nonfiction. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards. This course allows for successive semesters of instruction for students who need additional support in vocabulary development and reading comprehension.

1120A Applied Developmental Reading

Applied Developmental Reading is a supplemental course that provides students with individualized, specially designed instruction to support success in completing coursework aligned with the Indiana Academic Standards or Content Connectors for English/Language Arts.

1030 English Literature (British)

English Literature is a study of representative works of the English-speaking authors associated with the Commonwealth of Nations, including England, Scotland, Ireland, Wales, Canada, Newfoundland, Australia, New Zealand, India, South Africa, Kenya, Botswana, and others. Students examine a wide variety of literary genres that reflect the English-speaking peoples from the Anglo-Saxon Period to the present. Students analyze how the ideas and concepts presented in the works are both interconnected and distinctly reflective of the cultures and the countries in which they were written.

1090 Composition

Composition is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

1090A Applied Composition

Applied Composition, a course based on the Indiana Academic Standards or Content Connectors for English/Language Arts, is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style.

1098 Advanced Composition

Advanced Composition 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.

1050 Twentieth Century Literature

Twentieth Century Literature is a study of twentieth-century literature in the United States, the British Isles, and Europe with a focus on major works and writers in the Modern Period, the Harlem Renaissance, Early Contemporary Literature and Contemporary Literature from a chronological or thematic perspective. Students examine a variety of genres including novels, short stories, poetry, dramas, science fiction, and others. Students analyze how the writers and their works either reflected or influenced the issues of the time.

1044 Poetry

Poetry is a study of poetic works, the interpretation of poetry, and the variety of structures, devices, and themes that differentiate one type of poetry from another. Students examine a wide variety of major poetic works from the English-speaking world and English translations of important works from the non-English-speaking world. Students analyze the impact of aural devices, such as meter, alliteration, assonance, and rhyme, on the overall interpretation of a poem and how poetry is a form of literary expression that has prevailed through the ages.

1124 Creative Writing English 12-2/ENGL 202

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.

4790 Introduction to Communications

Introduction to Communications is a course designed to provide a foundational knowledge of identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Students will use the design process to solve design projects in each communication area.

FINE ARTS - MUSIC

4160 Beginning Concert Band 1(L) (Varsity Band)
4160 Beginning Concert Band 2(L) (Varsity Band)

This course is provided for students with developing instrumental performance skills. This course offers a variety of activities in the course of a year. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Time outside the school day may be scheduled for dress 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 the school day that support and extend the classroom.

4170 Advanced Honors Concert Band 1(L) (Symphony Band)
4170 Advanced Honors Concert Band 2 (L) (Symphony Band)

This course is provided for students with highly developed instrumental performance skills. This course offers a variety of activities in the course of a year. Advanced Concert Band provides students with a balanced comprehensive study of music. Activities are designed to develop elements of musicianship including, but not limited to, tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Time outside the school day may be scheduled

for dress 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 the school day that support and extend the classroom. Band repertoire must be of the highest caliber. Mastery of advanced wind band technique must be evident. Areas of refinement consist of advanced techniques including, but not limited to, intonation, balance and blend, breathing, tone production, tone quality, technique, rhythm, sight-reading, and critical listening skills. Evaluation of music and music performances are included.

4142 Dance Choreography 1 (Color Guard)

4142 Dance Choreography 2 (Color Guard)

A wide variety of learning activities, materials, and experiences are used in order to provide students with the knowledge, skills, and appreciation of the multi-styled and multicultural performance expressions. Students experience and learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals. Time outside the school day may be scheduled for dress rehearsals and performances. Public performances will serve as a culmination of daily rehearsal and performance goals. Students are required to participate in performance opportunities outside the school day that support and extend the classroom.

4164 Jazz Ensemble 1 (L)

4164 Jazz Ensemble 2 (L)

This course is provided for advanced instrumental music students. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvising, performing, listening, and analyzing. A limited amount of time outside the school day may be scheduled for dress rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside the school day that support and extend learning in the classroom.

4182 Beginning Chorus/Singers/Mixed (L)

4182 Beginning Chorus/Singers/Women (L)

This is a non-auditioned mixed choir. Opportunity is also available for participation in a non-auditioned female chorus. Activities in this class are designed to cover many styles and aspects of music. Students must participate in rehearsal and performance opportunities outside the school day that support and extend learning in the classroom. Outfit cost, if any, is minimal, and fund-raising opportunities are provided. Activities in this class create the development of quality repertoire in the different styles of choral literature.

4186 Intermediate Chorus/Sweethearts (L)

This is a non-auditioned mixed choir. Activities in this class are designed to cover many styles and aspects of music. Students must participate in rehearsal and performance opportunities outside the school day that support and extend learning in the classroom. Outfit cost, if any, is minimal, and fund-raising opportunities are provided.

4188 Advanced Chorus (L)
4188 Swing Choir
4188 Select
4188 Sensations

Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. The Advanced Chorus may be composed of female chorus or mixed chorus. Activities in this class focus on vocal technique, sight-reading, and performance of a wide variety of literature with an emphasis on choreography as appropriate. A special outfit for performances will be required. Fundraising opportunities are provided.

4206 Music History and Appreciation

This course is for students who are interested in learning about many styles and forms of music by listening to, reading about, and analyzing the music of various cultures and time periods. Students may have opportunities to attend live concerts, examine relationships between music and other disciplines, research a particular style of music, or complete a creative project related to the course.

4208 Music Theory and Composition I (L)

This course is for students who are seriously interested in studying the structure and analysis of music. Students will examine the fundamentals of music theory through written and aural exercise. Students will develop skills in ear training and dictation, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and non-traditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music. Experience in vocal or instrumental music is recommended.

4208 Music Theory and Composition 1 (L)
4208 Music Theory and Composition 2 (L)

This course will build on sequential learning experiences in developing skills in the analysis of music and theoretical concepts. Students will study a wide variety of musical styles and practice music arranging and composition. Students will build on basic skills in ear training and dictation skills, composing works that illustrate mastered concepts, understanding harmonic structures and analysis, understanding modes and scales, studying a wide variety of musical styles, studying traditional and non-traditional music notation and sound sources as tools for musical composition, and receiving detailed instruction in other basic elements of music. Experience in vocal or instrumental music is recommended. Students will have the opportunity to experience live performances by professionals during and outside the school day.

FINE ARTS – THEATRE

4242 Theatre Arts (L)

Students will learn to improvise and write plays or scenes, imaginatively express thoughts, feelings, moods, and characters, and apply techniques involving voice, gesture, facial expression, and body movement to reproduce the subtleties of language and voice inflection in conveying emotion and meaning. Students will develop skills enabling them to speak clearly and expressively with appropriate articulation, pronunciation, volume, stress, rate, pitch, inflection, and intonation. Through the study of technical theatre and scripts, students will focus on solving the problems faced by actors, directors, and technicians.

4244 Technical Theatre 1 (L)
4244 Technical Theatre 2 (L)

Technical Theatre combines the theories of design and stagecraft with the construction and operation of the various elements of technical theatre. Students will have opportunities to develop stagecraft skills; learn various techniques in scenery, lighting, sound, properties, costumes, and makeup; practice theatre safety, and learn effective stage management, business plans, and promotional techniques.

4246 Theatre Arts History

Instruction in this course provides students with sequential learning activities designed to explore the nature of theatre and its major style periods. Students learn context by examining the impact of film, television, and electronic media upon theatre as a whole. Students will study plays that reflect a wide variety of styles, historical periods, and cultures; study the elements of theatrical work including exposition, rising action, climax, and conclusion, and study the elements of play production.

4248 Theatre Production (L)

Instruction in Theatre Production is a co-curricular laboratory for the exploration, development, and synthesis of all of the elements of theatre. Practical hands-on experiences in acting, directing, and stagecraft will be provided through the preparation and public performances of one or more plays. The production of a play supplements the Technical Theatre and Theatre Arts courses, which concentrate on theories, information, and techniques, by providing for the integration and implementation of those ideas and skills.

4210 Advanced Theatre Arts (L)

This course builds on the progressive, sequential learning experiences of Theatre Arts. Students will read and analyze plays and will draw on events and experiences to create scripted monologues and scenes. They will create scenic designs for existing plays and will build characters through observation, improvisation, and script analysis. These activities will incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. This class offers an in-depth study of technical design and acting.

0518 Musical Theatre

Musical Theatre is based on the Indiana Academic Standards for Theatre. Students in this course study the history of musical theatre and its place in today's society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theatre, dance, and visual arts faculty. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

4250 Advanced Acting

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

FINE ARTS – VISUAL ARTS

4060 Drawing (L)

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

4064 Painting (L)

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

4000 Introduction to Two-Dimensional Art (L)

This course is an introductory course that engages students in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and will lead to the creation of portfolio-quality works. Students are introduced to two-dimensional design problems in the areas of drawing, painting, printmaking, computer graphics, and commercial design. Basic elements of design such as value, composition, texture, line, and color theory and how these are used in solving two-dimensional design problems are stressed.

4002 Introduction to Three-Dimensional Art (L)

This course is an introductory course that engages students in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and will lead to the creation of portfolio quality works. This course introduces students to three-dimensional design problems in the areas of ceramics, jewelry, sculpture, and textiles/fibers. The course will include additional units that are relief and/or free standing where basic elements of design (mass, space, texture, and composition) are stressed using a variety of materials such as wood, metal, plastics, clay, and fibers. Students will create works of art, reflect upon the outcomes of those experiences, explore historical connections, write about the process, make presentations about their progress at regular intervals, work individually and in groups, find a direct correlation to other disciplines, and explore career options in visual art.Students will utilize art museums, galleries, studios, and community resources.

Advanced Two-Dimensional Art Courses

4004 Advanced Two-Dimensional Art I-I (L)
4004 Advanced Two-Dimensional Art I-2 (L)

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 I 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.

4004 Advanced Two-Dimensional Art II-I (L)
4004 Advanced Two-Dimensional Art II-2 (L)

This course builds on the sequential learning experience of Advanced Two-Dimensional Art II that encompasses art history, art criticism, aesthetics, and production leading to the creation of portfolio quality works. Students will create works of art, reflect upon the outcomes of those experiences, explore historical connections, write about the process, make presentations about their progress at regular intervals, work individually and in groups, find a direct correlation to other disciplines, and explore career options in visual art. Students will utilize art museums, galleries, studios, and community resources. Students will develop and apply painting skills using a variety of media, tools, and processes to create works that reflect an understanding of core concepts, create works of art that demonstrate an understanding of color theory (mixing, schemes, uses/symbolism, and effects produced), and research the history of art objects and styles to determine their origin, history, meaning and relate these findings to their work. Students will demonstrate skill in observation from real life to the present creating convincing, accurately rendered objects in a variety of media. Students will list and describe the similarities and differences in common within the artwork from various Western and non-Western cultures.

4050 AP Studio Art 2 D-1 (L)
4050 AP Studio Art 2 D-2 (L)

Based on the content established by the College Board. Portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on written examination; instead, students submit portfolios for evaluation at the end of the school year.

Advanced Three-Dimensional Art Courses

4006 Advanced Three-Dimensional Art I-I (L)
4006 Advanced Three-Dimensional Art I-2 (L)

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.

4006 Advanced Three-Dimensional Art II-I (L)
4006 Advanced Three-Dimensional Art II-2 (L)

This course builds on sequential learning experiences of Advanced Three-Dimensional Art II that encompass art history, art criticism, aesthetics, and production and will lead to the creation of portfolio-quality works. This course provides students with opportunities to explore three-dimensional design problems in the areas of ceramics, jewelry, sculpture, and textiles/fibers. The course will include additional units that are relief and/or free-standing where basic elements of design (mass, space, texture, and composition) are stressed using a variety of materials such as wood, metal, plastics, clay, and fibers. Students create works of art, reflect upon the outcomes of those experiences, explore historical connections, write about the process, make presentations about their progress at regular intervals, work individually and in groups, find a direct correlation to other disciplines, and explore career options in visual art. Students will utilize art museums, galleries, studios, and community resources. Students will continue to develop skill in converting ideas into three-dimensional form as objects in a variety of media. 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.

4040 Ceramics (L)

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

4042 Jewelry (L)

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

4052 AP Studio Art 3 D-1 (L)
4052 AP Studio Art 3 D-2 (L)

Based on the content established by the College Board. Portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on

written examination; instead, students submit portfolios for evaluation at the end of the school year.

MATHEMATICS

2554 Integrated Mathematics I-1
2554 Integrated Mathematics I-2

Integrated Mathematics I formalizes and extends the mathematics students learn in the middle grades. The critical areas deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Mathematics I use properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. 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.

2556 Integrated Mathematics II-1
2556 Integrated Mathematics II-2

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

2558 Integrated Mathematics III-1
2558 Integrated Mathematics III-2

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

2520 Algebra I-1
2520 Algebra I-2

Algebra I formalize and extends the mathematics students learned in the middle grades. Algebra I am made up of six strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and

Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. 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.

2520 Honors Algebra I-1

2520 Honors Algebra I-2

This course, through an accelerated pace, covers all topics in Algebra I and allows time for enrichment of those topics as well as a rigorous, in-depth study of additional concepts. This course will advance student knowledge in methods of analyzing, solving, and using quadratic functions.

2520A Applied Algebra I-1

2520A Applied Algebra I-2

Applied Algebra I extend the mathematics students learned in the middle grades. Algebra I am made up of 5 strands: Numbers Sense; Expressions and Computation; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; and Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors.

2516 Algebra I-1 Lab

2516 Algebra I-2 Lab

Algebra I Lab is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contain exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

2516A Applied Algebra I-1 Lab

2516A Applied Algebra I-2 Lab

Applied Algebra I Lab is a mathematics support course. Algebra I Lab should be taken while students are concurrently enrolled in a math course or have met the math requirements for the certificate of completion. This course provides students with additional time to build the foundations necessary for high school math courses and work on specific, individualized math skills, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas align with the critical areas of Math: Number Sense; Computation; Data Analysis; Geometry and Measurement; and Algebraic Thinking. Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

2560 Math Lab 1

2560 Math Lab 2

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with a Core 40 mathematics

course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with Algebra I or Integrated Mathematics I; instead, schools should offer Algebra I Lab or Integrated Mathematics I Lab to provide students with rigorous support for these courses.

2560A Applied Mathematics Lab 1
2560A Applied Mathematics Lab 2

Applied Mathematics Lab provides students with individualized instruction designed to increase math related competencies and/or mathematics coursework aligned with Indiana's Academic Standards or Content Connectors for Mathematics.

2522 Algebra II-1
2522 Algebra II-2

This course will include the properties and operations of real numbers. The course will provide for, but not be limited to, student learning in the use and understanding of functions and functional notation, the use of algebraic theorems and algorithms, the use of graphing and other methods of solving open sentences of higher order including the introduction and use of conics, series, exponential functions, the complex number system, and other advanced algebraic concepts.

2522 Honors Algebra II-1
2522 Honors Algebra II-2

This course, through an accelerated pace, covers all topics in Algebra II and allows time for enrichment of those topics as well as a rigorous, in-depth study of additional concepts. This course will advance student knowledge of theory, development of formulas, and application of concepts. An introduction to limits and trigonometry will be included.

2532 Geometry 1
2532 Geometry 2

This course will stress the uses of deductive reasoning and inductive reasoning in drawing conclusions. It will also deal with fundamental geometric figures and the properties and relationships involving these figures: angles, lines, and planes; congruent triangles; similar triangles; polygons; circles; areas of polygons and circles; areas and volumes of geometric solids; and coordinate geometry. In addition, this course will include formal proof structures and the use of logic in developing these proofs.

2532 Honors Geometry 1
2532 Honors Geometry 2

This course, through an accelerated pace, covers all topics in Geometry and allows time for enrichment of those topics as well as a rigorous, in-depth study of additional concepts. This course will stress the uses of deductive reasoning and inductive reasoning in drawing conclusions. It will also deal with fundamental geometric figures and the properties and relationships involving these figures: angles, lines, and planes; congruent triangles; similar triangles; polygons; circles; areas of polygons and circles; areas and volumes of geometric solids; and coordinate geometry. In addition, this course will include formal proof structures and the use of logic in developing these proofs.

2532A Applied Geometry 1
2532A Applied Geometry 2

Applied Geometry formalizes and extends students' geometric experiences from the middle grades. These critical areas comprise the Geometry course: Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

2595 PRIME Math 1
2595 PRIME Math 2

The PRIME Math course includes and reinforces the Algebra I, Geometry, Algebra II, and Statistics skills necessary for postsecondary success. This course emphasizes understanding of math concepts rather than just memorizing procedures. PRIME math emphasizes students' reasoning and sense making about procedures (e.g., why to use a certain formula or method to solve a problem). This equips them with higher-order thinking skills in order to apply math skills, functions, and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements at the secondary level, but need additional experiences to enhance their mathematical knowledge before pursuing credit-bearing courses at a postsecondary institution.

2546 Probability and Statistics

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Probability and Statistics are made up of three strands: Data Analysis; Experimental Design; and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing technology and computer programs is encouraged. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

2530 Finite Mathematics/MATH 135 Ivy Tech

This course is an umbrella of mathematical topics, designed for students who will undertake higher-level mathematics in college which may not include calculus. The unifying topics of the course should be counting, matrices, and recursion. Additional topics may include graph theory, social choice, line programming, game theory, logic, coding theory, queuing theory, set theory, growth patterns, and mathematical induction or further study of probability and statistics. Technologies such as the graphing calculator and computers should be frequently used tools in this course.

2564 Pre-Calculus/MATH 136 Ivy Tech
2564 Pre-Calculus/MATH 111 Ball State

This course, through an accelerated pace, covers all of the topics in Pre-Calculus/Trigonometry 1& 2, and allows time for a rigorous in-depth study of additional concepts. A functional approach will provide for the integration of trigonometric concepts, relationships of equations and graphs, and applications to real world problems. The use of appropriate technology will be essential as students refine their ability to solve and interpret equations and also, as they broaden their understanding of functions and their graphs. Students will further develop an appreciation of the contributions made by mathematicians such as De Mover and Euler. Topics include relations and functions, logarithmic and exponential functions, trigonometry in triangles, trigonometric functions, trigonometric identities and equations, polar coordinates and complex numbers, sequences, series, and data analysis. Students in this course will use a TI-84 Silver + calculator. The course objectives and competencies will include those for trigonometry.

2566 Trigonometry/MATH 137 Ivy Tech
2566 Trigonometry/MATH 112 Ball State

This course, through an accelerated pace, covers all of the topics in Pre-Calculus/Trigonometry 1& 2 and allows time for a rigorous in-depth study of additional concepts. A functional approach will provide for the integration of trigonometric concepts, relationships of equations and graphs, and applications to real-world problems. The use of appropriate technology will be essential as students refine their ability to solve and interpret equations and also as they broaden their understanding of functions and their graphs. Students will further develop an appreciation of the contributions made by mathematicians such as De Mover and Euler. Topics include relations and functions, logarithmic and exponential functions, trigonometry in triangles, trigonometric functions, trigonometric identities and equations, polar coordinates and complex numbers, sequences, series, and data analysis. Students in this course will use a TI-84 Silver + calculator. The course objectives and competencies will include those for trigonometry.

2570 AP Statistics 1
2570 AP Statistics 2

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

2527 Calculus 1 AB/ MATH 211 Ivy Tech
2527 Calculus 2 AB/ MATH 211 Ivy Tech
2562 AP Calculus 1 AB
2562 AP Calculus 2 AB

Calculus Advanced Placement is a course that provides students with the content established by the College Board Students will explore topics that include limits, continuity, derivatives, definite integrals, and techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. The course should also include applications of the derivative, the integral, and theory of calculus. Students will use graphing calculators. Students will be expected to take the AP Exam upon completion of this course.

2572 AP Calculus 1 BC
2572 AP Calculus 2 BC

This course will provide students with the content which has been established by the College Board. Generally, topics will include limits, continuity, derivatives, definite integrals, and techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. The course should also include applications of the derivative, the integral, and theory of calculus. Students will be expected to take the AP Exam upon completion of this course and will be primarily concerned with an intuitive understanding of the concepts of calculus and experience with its methods and applications. Students will use graphing calculators.

4570 AP Computer Science A 1
4570 AP Computer Science A 2

AP Computer Science A 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 Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The curriculum for AP Computer Science A is compatible with many CSI courses in colleges and universities.

4568 AP Computer Science Principles 1
4568 AP Computer Science Principles 2

The AP Computer Science Principles course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. Students will creatively address real world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The course is not intended to be used as a dual credit course.

2550 Quantitative Reasoning 1/Math 125 Ball State
2550 Quantitative Reasoning 2/Math 125 Ball State

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio, and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision-making, and economic productivity. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. 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.

2550 Quantitative Reasoning/Math 123 Ivy Tech

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio, and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision-making, and economic productivity. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics

course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. 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.

MULTI-DISCIPLINARY

0500 Basic Skills Development

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

0500A Applied Basic Skills Development

Applied Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, (9) employability skills, which are essential for high school achievement and post-secondary outcomes. Determination of the skills to be emphasized in this course is based on Indiana's standards and Content Connectors, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans.

0509 Jobs for America's Graduates 1
0509 Jobs for America's Graduates 2

Jobs for America's Graduates (JAG) is a state-based, national non-profit organization dedicated to preventing dropouts among most at-risk young people. JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career. JAG students receive adult mentoring while in school and one year of follow-up counseling after graduation. Résumé development experience, career-related testing, and job placement assistance are provided to students.

0522 Career Information and Exploration 1
0522 Career Information and Exploration 2

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

0522A Applied Career Information and Exploration 1
0522A Applied Career Information and Exploration 2

Applied Career Information and Exploration provides students with opportunities to learn about themselves including interests, strengths and needed supports while exploring various traditional and nontraditional occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision-making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as community-based instruction, internships, mock interviews, and guest speakers. Portfolio and resume development experience and career-related assessments may also be provided to students. Based instruction, internships, mock interviews, and guest speakers. Portfolio and resume development experience and career related assessments may also be provided to students.

0035 Student Assignment 1
0035 Student Assignment 2

This course is designed as a program to give opportunities to students to gain insight into school assignments and related tasks. Each student will be assigned by the school principal or designee to certified personnel who will be responsible for the activities of the assignment.

MCJROTC/ASPE (Marine Corps Junior Reserve Officer Training Corps/ Alternative Supervised Physical Education)

Students may earn 1 of their required PE credits by completing 1 year of MCJROTC with a passing grade.

- The ASPE credit for MCJROTC will only count as a PE credit and does not count as an elective credit for MCJROTC. Students cannot earn the PE credit for being enrolled in a single MCJROTC course.
- Students will meet the remaining PE requirement by taking a semester of PE.

0516 MCJROTC Leadership Training I-1
0516 MCJROTC Leadership Training I-2

This is an introductory course presenting basic knowledge to prepare a cadet for Leadership Education and Training courses to follow. Major emphasis is placed on leadership, citizenship, techniques of communications, customs and courtesies, drill and ceremonies, first aid, map reading, wearing of the uniform, and the cadet challenge physical fitness program. Second semester enrollment requires instructor approval.

0516 MCJROTC Leadership Training II-1
0516 MCJROTC Leadership Training II-2

This is a second-year course that builds on the basic knowledge gained in the introductory courses. This involves a more in-depth study of the introductory course subjects. Leadership positions in the cadet organization are assigned. Instructor approval is required for enrollment.

0516 MCJROTC Leadership Training III-1
0516 MCJROTC Leadership Training III-2

This is a third-year course that builds on the intermediate knowledge gained in MCJROTC I and II. Focus on citizenship development continues as well as instruction in planning and coordinating activities. Leadership and staff positions in the cadet battalion are assigned.

Instructor approval is required for enrollment.

0516 MCJROTC Leadership Training IV-1
0516 MCJROTC Leadership Training IV-2

This is a fourth-year course that continues the work for MCJROTC III. Focus is on the development of planning, coordinating, and implementing activities. Leadership and staff positions in the cadet battalion are assigned. Instructor approval is required for enrollment.

0516 MCJROTC Staff 1
0516 MCJROTC Staff 2

This course focuses on teamwork and contributing to the planning of events that our program participates in both at the school and in our community. Cadets will be instructed on the steps of BAMCIS (Begin the Planning, Arrange for Reconnaissance, Make Reconnaissance, Complete the Planning, Issuing the Orders, and Supervising the Event). Cadets will also be instructed on and utilizing the Five Paragraph Order of SMEAC for reacting to situations (Situation, Mission, Execution, Administration, and Command). This course is for LE III and LE IV cadets who have shown outstanding skills thus far in their time in the MCJROTC program. An LE II can be enrolled if started by the instructor.

0520 Peer Tutoring 1
0520 Peer Tutoring 2

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: listening skills, communication skills, facilitation skills, decision-making skills, and teaching strategies.

0532 College-Entrance Preparation

College-Entrance Preparation utilizes individual student score reports from the PSAT or other formative assessments to prepare students for college readiness assessments such as Indiana's Graduation Qualifying Exam, the SAT. Based on individual student score reports, students should receive targeted instruction to strengthen their foundations in critical reading, writing, and mathematics. Being "college ready" means being prepared for any post-secondary education or training experience, including readiness for study at two-year and four-year institutions leading to a post-secondary credential (i.e., a certificate, license, Associate's or bachelor's degree). A college-ready student has the necessary English and mathematics skills to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

PHYSICAL EDUCATION AND HEALTH AND WELLNESS

3542 Physical Education I (L)

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.

3542A Applied Physical Education I (L)

Applied Physical Education I focus 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 which are within the framework of lifetime physical activities and fitness.

3544 Physical Education II (L)

This course emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. It provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increases their knowledge of fitness concepts. This course includes at least three different movement forms without repeating those offered in Physical Education I. Movement forms may include health related fitness activities (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition), aerobic exercise, team sports, individual and dual sports, gymnastics, outdoor pursuits, self-defense, aquatics, dance, and recreational games

3544A Applied Physical Education II (L)

Applied 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 covered in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness.

3506 Health & Wellness Education

This is a required course designed to further acquaint each person with a better understanding of oneself and the environment. Included are units of study on body systems and their functions, diseases, mental health, personal hygiene, nutrition, chemical abuse, community health, first aid, and safety. Resource persons from the community and various health agencies contribute to the instructional program.

3506A Applied Health & Wellness Education

Applied Health & Wellness provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. 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.

3560 Elective Physical Education/Leisure Sports (L)

Skill development and rules of selected activities from the following: badminton, bowling, Frisbee, golf, handball, pickle ball, running, swimming, table tennis, tennis, and volleyball.

Various recreational teams, individual, and dual sports are included.

3560A Applied Elective Physical Education/Leisure Sports (L)

Applied Elective Physical Education identifies what a student should know and be able to do as a result of a quality physical education program. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness.

3560 Elective Physical Education/Physical Conditioning 1 (L)
3560 Elective Physical Education/Physical Conditioning 2 (L)
This course includes beginning instruction in the development of one's physical capabilities, introduction to the use of the Universal Machine, and basic techniques of free weight lifts. Information is discussed as to physiological reasons for muscle growth, and the adverse effects of drugs involved in muscle gain are studied. A basic weight lifting program is set up for each individual according to his/her ability and is incorporated along with aerobic activities to develop cardiovascular fitness. Testing is done periodically to assess levels of growth.

SCIENCE

BIOLOGICAL SCIENCE COURSES

3024 Honors Biology I-1 (L)
3024 Honors Biology I-2 (L)
Students must qualify for the Honors Program to enroll in this class. This course will provide students with expanded opportunities to perform laboratory, literature, and field investigations focused on cell biology, genetics, evolution, and ecology. Laboratory experience will comprise 50% of the course, and each student will complete a long-term inquiry project. Students should be able to: Recognize the relationship of biochemistry, photosynthesis, respiration, and cell reproduction to the function of the cell. Demonstrate an understanding of Mendelian inheritance, DNA structure and function, and perform basic DNA analysis. Objectively examine the basic theories of evolution. Assess the various components of the environment and establish an opinion on current environmental issues.

3024 Biology I-1 (L)
3024 Biology I-2 (L)
Biology I am a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

3024A Applied Biology I-1
3024A Applied Biology I-2
Applied Biology I am a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that

scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

3026 Biology II 1 (L)/BIO 101 Ivy Tech
3026 Biology II 2 (L)/BIO 101 Ivy Tech

This course provides students with extended opportunities to pursue laboratory (25% of the classroom experience), field, and literature investigations into the internal structures, functions, and processes of living organisms and the environmental interactions of these organisms.

3020 AP Biology 1 (L)/BIO 105 IVY TECH
3020 AP Biology 2 (L)/BIO 105 IVY TECH

This course follows College Board entrance examination guidelines for advanced placement biology. This course will provide students with the opportunities to pursue laboratory, field and literature investigations into the internal structures, functions and processes of living organisms and the environmental interactions of these organisms. Coverage of the three general areas: molecules and cells; genetics and evolution; and organisms and populations will stress basic facts and the synthesis of these facts into major concepts and themes. This course is for students preparing for the AP Exam in biology.

3026 Biology II-1
3026 Biology II-2

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.

3092 Botany 1 (L)
3092 Botany 2 (L)

This course will provide students with opportunities to perform laboratory, literature, and field investigation of various species of plants, the systems and subsystems of plants, their interactions with other organisms and their environments, as well as to study the similarities to and differences from organisms in other biological kingdoms. Students will be expected to study the internal structures, functions, and processes of various species of plants, as well as the ways these species interact with the environment. The course will involve students in more specialized hands-on investigations of the taxonomy, morphology, and/or history of plants, and refine the students' ability to conduct scientific inquiry/methodology.

3092 Genetics (L)

In this course students will utilize a laboratory setting (25% of class experience) to examine human inheritance and molecular genetics. As part of the investigative nature of this course, students will:

- Recognize modes of transmission and detail the biochemical pathways of genetic diseases.
- Examine the genetic blueprint and perform DNA analysis.
- Recognize the impact of the environment on the human genome.
- Distinguish between different types of gene technology and perform selected experiments to demonstrate the process.
- Analyze current trends and technology in the field of genetics and evaluate the bioethics of these societal issues.

3092 Human Physiology (L)

This course focuses on the functional mechanisms of the human body in maintaining homeostasis. Complementarity of structure and function is stressed and the interrelationships of body organ systems are addressed. Laboratory investigations (25% of class experience) include analysis of specific body functions using lab equipment and computer software. Students should be able to:

- Relate structure to the function of each system of the human body.
- Demonstrate a comprehensive understanding of each system of the human body.
- Recognize the importance of homeostasis in maintaining the human body.
- Analyze data and predict outcomes of selected body functions.

3092 Zoology 1 (L)
3092 Zoology 2 (L)

This course will provide for investigations of the various phyla of animals, their systems and subsystems, their interactions with other organisms and their environment, and their biological kingdoms. The course will provide laboratory investigation (comprising 25% of the class experience) of preserved specimens for the study of animal taxonomy, morphology, and/or histology. When living or preserved specimens are not available, media records of the animal structures, behaviors, and ecological functions will be utilized. The course will involve students in more specialized hands-on investigations of the taxonomy, morphology, and/or history of the animal taxonomy and refine the students' ability to conduct scientific inquiry/methodology. Students will be expected to apply biological concepts and principles to specific environmental and health issues.

EARTH/SPACE SCIENCE COURSES

3044 Earth and Space Science I-1 (L)
3044 Earth and Space Science I-2 (L)

This course should provide a study of the earth's lithosphere, atmosphere, and hydrosphere and its celestial environment. Laboratory investigations will comprise 25% of the class experience and emphasize the study of the energy at work in forming and modifying earth materials, landforms, and continents through geological time. Students should have opportunities to gain an understanding of the history of the development of the earth/space sciences, to explore the uses of knowledge of the earth and its environment in various careers, and to cope with problems related to personal needs and social issues.

3044A Applied Earth and Space Science I-1 (L)
3044A Applied Earth and Space Science I-2 (L)

Applied Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation and experimentation, by conducting investigations, and evaluating and communicating the results of those investigations. This course may include a variety of learning experiences and tools to support the process of investigation, data collection and analysis.

3092 Astronomy (L)

This course is a study of the universe— its composition, structure, apparent motions, and characteristics. This course will investigate how man's understanding of the universe is changing.

Techniques of measurement in astronomy will be included in laboratory investigations, which comprise 25% of the classroom experience. Use of the planetarium will be an integral part of this course.

PHYSICAL SCIENCE COURSES

3102 Physical Science

Physical Science is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related earth and space science concepts and principles that are related to students' interests and that address everyday problems. Students enrolled in Physical Science will explore the structure and properties of matter, the nature of energy and its role in chemical reactions and the physical and chemical laws that govern Earth's interconnected systems and forces of nature.

3102A Applied Physical Science

Applied Physical Science is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related earth and space science concepts and principles that are related to students' interests and that address everyday problems.

3064 Chemistry I-1 (L)/ CHEM 101 Ivy Tech
3064 Chemistry I-2 (L)/ CHEM 101 Ivy Tech

This course will provide students with expanded opportunities to perform laboratory, literature, and field investigations focused on the study of the structure of matter and the mechanisms of interactions of matter and chemical reactions. Laboratory experience will comprise 50% of the course, and a long-term inquiry project will utilize information from investigations students are making. Students will have opportunities to prepare laboratory solutions of known concentration, titrate to find unknown concentrations, calculate pH, pOH, kw, ka, kb, molarity, molality, moles, grams, volume, and number of particles. At the completion of the course, students should be able to calculate models of physical quantities, perform lab investigations independently, write formal lab reports, perform extended research, document sources, solve problems individually and in groups, and be able to explain and relate chemistry concepts to activities, individuals, and situations outside the classroom.

3064 Chemistry I-1 (L)
3064 Chemistry I-2 (L)

With an environmental emphasis and an emphasis on practical daily usage, this course will allow students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations (25% of class work) of matter and its chemical reactions. This course is organized around the concepts of atomic structure, bonding, the quantitative study of chemical reactions and other changes that accompany chemical reactions. Students should have the opportunity to gain an understanding of the history of chemistry, to explore the uses of chemistry in various careers, to cope with chemical questions and problems related to personal needs and social issues, and to learn and practice laboratory safety.

3060 AP Chemistry I-1 (L)
3060 AP Chemistry I-2 (L)

Advanced Placement Chemistry is for students preparing for the AP Exam in chemistry. This course follows College Board entrance examination guidelines for advanced placement chemistry. The emphasis of instruction will be on the development of a comprehensive understanding and preparation in chemistry concepts using mathematical formulations, chemical calculations, and extended laboratory

work. Two semesters, one credit per semester, 11-12th grades, counts as an elective for all diplomas and as a Quantitative Reasoning course.

3066 Chemistry II-1 (L)
3066 Chemistry II-2 (L)

This course will provide for an extended laboratory (at least 25% of the classroom experience), and literature investigations of chemical reactions of matter in living and non-living materials. The course will stress the unifying themes of chemistry, the development of useful physical and mathematical models of matter and its interactions, and the methods of scientific inquiry.

3084 Physics I-1 (L)
3084 Physics I-2 (L)

This course will aid students in synthesizing concepts of matter and energy through the laboratory study of mechanics, wave motion, heat, light, electricity, magnetism, electromagnetism, and atomic and nuclear physics. Labs will comprise at least 25% of class work. Students will have opportunities to acquire an awareness of the history of physics and its role in the development of scientific theories and laws. Students will also have opportunities to become better able to cope with physics questions and problems related to personal needs, social issues, and various careers.

3080 AP Physics I-1: Algebra-based (L)
3080 AP Physics I-2: Algebra-based (L)

Advanced Placement Physics I is for students preparing for the AP Exam in AP Physics I. This course follows College Board entrance examination guidelines for AP Physics I. This course is equivalent to a first semester college course in algebra-based physics. The course covers Newtonian mechanics; work, energy, and power; and mechanical waves and sound. It also introduces electrical circuits.

3081 AP Physics II-1: Algebra-based (L)
3081 AP Physics II-2: Algebra-based (L)

Advanced Placement Physics II is for students preparing for the AP Exam in AP Physics II. This course follows College Board entrance examination guidelines for AP Physics II. This course is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics.

INTEGRATED SCIENCE COURSES

3010 Environmental Science 1 (L)
3010 Environmental Science 2 (L)

This course will deal with the environmental issues of water ecology, air and water pollution, energy management, wildlife management, solid waste management, recycling and the environmental impact of pollution and other human activities on natural ecosystems. Students will formulate, design and carry out laboratory and field investigations as an essential course component.

3108 Integrated Chemistry-Physics 1 (L)
3108 Integrated Chemistry-Physics 2 (L)

This course will introduce the fundamental concepts of scientific inquiry, the structure of matter, chemical reactions, forces, motion, and the interactions between energy and matter. The course will serve students as a laboratory-based (at least 25% of class work) introduction to possible future coursework in chemistry or physics while ensuring a mastery of the basics of each discipline. The ultimate goal of the course is to produce scientifically literate citizens capable of using their knowledge

of physical science to solve real-world problems and to make personal, social and ethical decisions that have consequences beyond the classroom walls. It is not open to students who have completed regular chemistry and/or physics.

3012 AP Environmental Science 1
3012 AP Environmental Science 2

AP Environmental Science is a course based on content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

SOCIAL STUDIES

1570 Geography and History of the World 1
1570 Geography and History of the World 2
1570 H Geography and History of the World 1
1570 H Geography and History of the World 2

This course is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions, exploration, conquest, imperialism, urbanization, innovations and revolutions.

1570A Applied Geography and History of the World 1
1570A Applied Geography and History of the World 2

Applied Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to apply their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety sources, organizing information by creating graphic representations, analyzing information to understand, determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. Students use the knowledge, tools, and skills obtained from this course in order to understand, analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

1548 World History and Civilization 1
1548 World History and Civilization 2

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

1612 AP World History Modern 1
1612 AP World History Modern 2

AP World History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance – focusing on the environment, cultures, state-building, economic systems, and social structures – provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

1542 U.S. History 1
1542 U.S. History 2
1542 U.S. History 1/ HIST 101 Ivy Tech
1542 U.S. History 2/ HIST 102 Ivy Tech

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.

1542A Applied United States History 1
1542A Applied United States History 2

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

1540 U.S. Government
1540 Government/POLS 101 Ivy Tech

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 the

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.

1540A Applied United States Government

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

1560 AP United States Government and Politics 1
1560 AP United States Government and Politics 2

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

1514 Economics

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

1514A Applied Economics

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

offered opportunities to better understand and apply course content through a variety of instructional strategies including project- and community-based instruction and real-world experiences.

1566 AP Microeconomics 1
1564 AP Macroeconomics 2

The Advanced Placement Economics course based on the content established and copyrighted by the College Board. This is a course that provides students with a learning experience equivalent to that obtained in a typical college introductory microeconomics or macroeconomics course.First Semester – Microeconomics: This is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; Nature and Functions of Product Markets; Factor Markets; and Market Failure and the Role of Government. Students are required to take the AP Exam at the conclusion of the semester. Second Semester – Macroeconomics: This introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; Measurement of Economic Performance; National Income and Price Determination; Financial Sector; Stabilization Policies; and Economic Growth. Students are required to take the AP Exam at the conclusion of the semester.

1538 Modern World Civilization

This course provides students an in-depth look at the twentieth-first century world. It is a study of different cultures as they exist in the world today, including a comparative analysis of the various kinds of governmental, economic, and social systems. International relationships will be examined partly from the viewpoint of national interests, including the successes or failures of diplomacy.

1538A Applied Modern World Civilization

Applied Modern World Civilization provides students a look at the twentieth and twenty-first century world. It is a study of different cultures as they exist in the world today, including comparative analysis of the various types of government, economic, and social systems. International relationships are examined partly from the viewpoint of national interests, including the successes and failures of diplomacy.

1558 AP Psychology 1
1558 AP Psychology 2

AP Psychology is a course based on the content established and copyrighted by the College Board. The course introduces students to the systematic and scientific study of human behavior and mental processes. Students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality;

Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology.

1516 Ethnic Studies

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

1518 Indiana Studies

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

1518A Applied Indiana Studies

Applied 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. Examination of individual leaders (state or local) and their roles in a democratic society will be included. Students will examine the participation of citizens in the political process to understand their role. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions. Maximum of 2 units, grades 9-12th, counts as an elective or social studies requirement for the Certificate of Completion. Course is offered once per school.

1534 Sociology

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

1538 Topics in History 1 – Military
1538 Topics in History 2 - Women

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. Recommended Prerequisites: United States History or History and World Civilizations.

1538A Applied Topics in History 1
1538A Applied Topics in History 2

Applied Topics in History provides students the opportunity to study specific historical eras, events, or concepts. Application of knowledge and development of historical research skills using primary and secondary sources is included. 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.

1550 Topics in Social Science - Sports Psychology

Topics in Social Science provides students with an opportunity for in-depth study of a specific topic, theme, or concept in one of the social science disciplines such as anthropology, archaeology, economics, geography, political science, psychology, or sociology. It is also possible to focus the course on more than one discipline. A subtitle should be included to give a clear idea of the course content. For example, a course focusing on a specific subject in political science might be entitled, “Topics in Social Science: Comparative Government.” Courses taught under this title should emphasize scientific methods of inquiry and help students develop effective research and thinking skills.

WORLD LANGUAGES

2080 Latin I-1 & 2
2120 Spanish I-1 & 2
2060 Japanese I-1 & 2

Level I students will develop listening, speaking, writing, and reading skills through interesting topics. They are provided opportunities to respond orally to directions and commands, understand and use appropriate forms of address, ask and answer simple questions, read isolated words and short texts on simple topics, and understand brief written directions. Communication will focus on active, practical usage. Emphasis will be placed on communicative practice through comparison of target language and English, other disciplines, other cultures, and the global community. In Japanese, students will master two alphabets of characters. In Latin, students study the gods and heroes of classical mythology.

2082 Latin II-1 & 2
2122 Spanish II-1 & 2
2062 Japanese II-1 & 2

Level II enables students to participate in classroom activities related to the target language as well as to participate in conversations dealing with daily activities and personal interests. They will respond orally to questions regarding routine activities, participate in conversations, relate a simple experience, understand main ideas and facts from reading, and write briefly on a given topic. This course provides students with opportunities to expand previous cultural knowledge.

2084 Latin III -1 & 2
2124 Spanish III-1 & 2 / SPAN 101 & 102 Ivy Tech
2064 Japanese III-1 & 2

In addition to previously learned communicative skills, Level III students will reinforce and further their knowledge of other disciplines, demonstrate an understanding of cultural differences, and show evidence of self-expression in the language. They will read authentic materials and short literary selections and write brief compositions.

2086 Latin IV-1 & 2
2126 Spanish IV – 1 & 2 / SPAN 201 & 202 Ivy Tech
2132 AP Spanish IV-1 & 2
2066 Japanese IV-1 & 2

Level IV students will experience the target language by expressing and supporting reactions, judgments, and opinions. They will explore cultural products such as literary/historical selections and fine arts, in addition to practices common to the target language community. They will be able to respond to questions and create original works in both oral and written form in the target language. They will read longer, authentic materials and make judgments about their reading. In Latin, students will gain an understanding of Roman traditions, historical events, and major figures.

1012 English as a New Language

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

CAREER & TECHNICAL EDUCATION (CTE)

INTRODUCTORY COURSES

5239 / 5415 Exploring Education Professions

Exploring Education Professions is for those students interested in a career or exploring possibilities in education. This course is an introduction to the education field and does not have prerequisites. Exploring Education Professions includes the history of education, an introduction to education professions, qualities and responsibilities of effective teachers, and student evaluation of aptitudes. Effective teachers will include early childhood, elementary, and secondary. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences in a variety of education settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

5394 Preparing for College and Careers
5394 EC Preparing for College and Careers 1
5394 EC College Entrance Prep 2/IVY 111

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real-life experiences, is recommended.

5394A Applied Preparing for College and Careers

Applied Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real-life experiences, is recommended.

4540 Personal Financial Responsibility

4540 EC Personal Financial Responsibility/BUSN 105 IVY

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, savings, and investing; understand banking, budgeting, record-keeping and 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

4540A Applied Personal Financial Responsibility

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

ADVANCED MANUFACTURING, ARCHITECTURE AND CONSTRUCTION, AND ENGINEERING TECHNOLOGY

STEM – Course or programs that incorporate science, technology, engineering and math content and skills within the course curriculum and activities.

CAREER CLUSTER: Advanced Manufacturing

4800 Computers in Design and Production 1
4800 Computers in Design and Production 2

Computers in Design and Production is a course that focuses on using modern technologies and on developing career related skills for electronics, manufacturing, precision machining, welding, and architecture career pathways. Students apply ingenuity using tools, materials, processes, and resources to create solutions as it applies in the electronics, manufacturing, precision machining, welding, and architecture. Course content should address major technological content related to topics such as: Architectural drawing and print design, design documentation using CAD systems; assignments involving the interface of CAD, CNC, CAM, and CIM technologies; computer simulation of products and systems; publishing of various media; animation and related multimedia applications; 3-D modeling of products or structures; digital creation and editing of graphics and audio files; control technologies; and automation in the modern workplace.

4794 Introduction to Design Processes

This course introduces the student to the design processes used in industry. The student will learn how a product is designed for appearance and function. Students will also learn how structures are designed and constructed. Learning will be achieved through the production of products and construction of models.

4796 Introduction to Advanced Manufacturing and Logistics 1
4796 Introduction to Advanced Manufacturing and Logistics 2

Introduction to Advanced Manufacturing and Logistics focuses on manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students investigate the properties of engineered materials. Students study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. After gaining a working knowledge of these materials, students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, MSDS's, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

4798 Introduction to Transportation 1
4798 Introduction to Transportation 2

Introduction to Transportation is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo, and goods. Students will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services, and systems as it relates to the transportation industries. The content of this course includes the study of how transportation impacts individuals, society, and the environment. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant transportation related activities, problems, and settings.

CAREER CLUSTER: Architecture and Construction Courses

4792 Introduction to Construction 1
4792 Introduction to Construction 2

Introduction to Construction is a course that will offer hands-on activities related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

5614 Introduction to the Energy Industry

Introduction to the Energy Industry provides students with an understanding of the occupations in the energy industry and the education and training to enter and advance in careers in the field. Students will explore all aspects of the energy industry including nuclear, natural gas and renewable energy. Schools certified through the Center for Energy Workforce Development (CEWD) can offer their students the opportunity to earn the Energy Industry Fundamentals Certificate.

Project Lead the Way ®Program Courses (STEM)

Project Lead the Way provides students the opportunity to explore, through hands-on experiences, what the field of engineering is all about. Project Lead the Way (PLTW) is a series of courses taken throughout a student's high school career that initially introduces students to the field of engineering, and for those students who find this is the field for them, prepares them to be successful in college engineering programs.

The sequence for PLTW Engineering courses is as follows:

1. Introduction to Engineering & Design 1 & 2
2. Principles of Engineering 1 & 2
3. Civil Engineering and Architecture 1 & 2
4. Engineering Design & Development 1 & 2

4802 Introduction to Engineering & Design 1 (STEM)
4802 Introduction to Engineering & Design 2 (STEM)

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. MCHS uses the PLTW curriculum to meet the standards for this course.

5644 Principles of Engineering 1 (STEM)
5644 Principles of Engineering 2 (STEM)

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

5650 Civil Engineering and Architecture 1 (STEM)
5650 Civil Engineering and Architecture 2 (STEM)

Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resources, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design. MCHS uses the PLTW curriculum to meet the standards for this course.

5698 Engineering Design & Development 1 (STEM)
5698 Engineering Design & Development 2 (STEM)

Engineering Design and Development is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team and/or individuals communicate(s) their solution to a panel of stakeholders at the conclusion of the course. As the capstone course in the Engineering Pathway, EDD engages students in critical thinking, problem-solving, time management, and teamwork skills.

CAREER CLUSTER: Engineering Systems Courses

Career Pathway: Industrial Automation and Robotics

7106 Mechatronics Systems

Mechatronics Systems covers the basic electrical and mechanical components and functions of a complex mechatronics system. Through a systems approach, students will learn about mechanical components which lead and support the energy through a mechanical system to increase efficiency and to reduce wear and tear. By understanding the complete system, students will learn and apply troubleshooting strategies to identify, localize and (where possible) to correct malfunctions. Preventive maintenance of mechanical elements and electrical drives as well as safety issues within the system will also be discussed.

Second-Year Program

7224 Industrial Automation and Robotics Capstone

The Automation and Robotics Capstone course focuses on the installation, maintenance, and repair of industrial robots. Students will also learn the basics of pneumatic, electro pneumatic and hydraulic control circuits as well as the basic theory, fundamentals of digital logic, and programming of programmable logic controllers (PLCs) in a complex mechatronic system. Students will learn to identify

malfunctioning robots and to apply troubleshooting strategies to identify and localize problems caused by pneumatic and hydraulic control circuits and PLC hardware. Completing the capstone course will provide students the opportunity to earn a postsecondary certificate and will prepare students to take nationally recognized industry certification exams. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Extended work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

CAREER AND TECHNICAL EDUCATION BUSINESS, MARKETING, & ENTREPRENEURSHIP

4518 Introduction to Business 1
4518 Introduction to Business 2

Introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

4524 Accounting Fundamentals 1
4524 Accounting Fundamentals 2

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

4522 Advanced Accounting 1
4522 Advanced Accounting 2

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

5258 Banking and Investment Capstone 1
5258 Banking and Investment Capstone 2

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

4560 Business Law and Ethics

Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analysis.

4512 Business Math 1
4512 Business Math 2

Business Math is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics, and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

4512A Applied Business Math 1
4512A Applied Business Math 2

Applied Business Math is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of application of money management skills, navigating industry specific technology and apps, establishing and managing budgets, and maintaining inventory for products and other necessary skills that provides the foundation for students interested in careers in business related fields and everyday life. The content includes basic mathematical operations related to accounting, banking and finance, marketing, management, and retail. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

5966 Entrepreneurship and New Ventures 1
5966 Entrepreneurship and New Ventures 2

The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting, and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software.

4562 NLPS Principles of Business Management 1
4562 NLPS Principles of Business Management 2

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

5268 Administrative and Office Management 1
5268 Administrative and Office Management 2

This course will be a combination of classroom and internship experiences to apply the knowledge and skills learned for administrative and office management. This course prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop aptitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student’s career and educational goals. Required Prerequisites: Principles of Business Management or Principles of Marketing.

5914 Marketing Fundamentals 1
5914 Marketing Fundamentals 2

This course provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management.

5984 Sports and Entertainment Marketing 1
5984 Sports and Entertainment Marketing 2

This is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical--thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace. Emphasis is placed on financing, marketing, management, pricing, product promotion, and selling.

5918 Strategic Marketing 1
5918 Strategic Marketing 2

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

7150 Personal Finance and Banking

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

7143 Management Fundamentals

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

CAREER AND TECHNICAL EDUCATION FAMILY AND CONSUMER SCIENCES

7169 Culinary Arts

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

7170 Nutrition Planning and Therapy

This course presents the basic principles of nutrition; the role nutrients play in maintaining good health as well as their effect on certain disease states. Students will learn to modify diets to meet various nutritional needs and to plan menus using modified diet principles. This course teaches students to develop an in-depth understanding of the principles of diet therapy. Students will learn to assess patients ’nutritional needs, develop care plans, and implement a delivery system. Students will also learn documentation skills required by Centers for Medicare and Medicaid Services (CMS).

7171 NLPS Nutrition

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

7173 Principles of Culinary and Hospitality

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

7172 Hospitality Management

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

5330 Adult Roles and Responsibilities

Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with an interest in family and community services, personal and family finance, and similar areas. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. 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.

5330A Applied Adult Roles and Responsibilities

Applied Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment for students with an 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.

5362 Child Development

Addresses the growth and development of children. Caregivers and future parents will study physical, social, emotional, and intellectual growth of children. This study will help the student progress academically through furthering his/her own expertise in child development and guidance. The class will be project-based and focus on parenting practices and skills that support positive development of children. Includes topics such as prenatal development, the needs of infants and children, and impacts of heredity, environment, and family and societal crisis on the development of the child. Ways of meeting children's needs for food, clothing, shelter, and caregiving will be explored.

5360 Advanced Child Development 1
5360 Advanced Child Development 2

Explores issues of child development and early childhood education with special emphasis on ways of guiding physical, social, emotional, intellectual, moral, and cultural development throughout childhood, including school-age children. Students will discuss practices that promote long-term well-being of children and their families, appropriate intervention strategies with individuals and groups of children, brain/learning research, and ideas for meeting needs of children. Child-related careers will be explored and field-based or school-based experiences will be encouraged.

5334 Consumer Economics

Consumer Economics enables students to achieve high standards and competencies in economic principles in contexts of high relevance and applicability to their individual, family, workplace, and community lives. The course focuses on the interrelationships among economic principles and individual and family roles of exchanger, consumer, producer, saver, investor, and citizen. Economic principles to be studied include scarcity, supply and demand, market structure, the role of government, money and the role of financial institutions, labor productivity, economic stabilization, and trade. Students understand how biology, chemistry, and physics principles apply to the composition of foods, the nutrition of foods, food product development, food processing, food safety and sanitation, food packaging, and food storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics, and chemistry in the context of highly advanced industry applications of foods.

5334A Applied Consumer Economics

Applied Consumer Economics enables students to apply economic principles to their individual, family, workplace, and community lives. The course focuses on the interrelationships among economic principles and individual and family roles of exchanger, consumer, producer, saver, investor, and citizen. Economic principles to be studied include scarcity, supply and demand, market structure, the role of government, money and the role of financial institutions, labor productivity, economic stabilization, and trade.

5342 Nutrition and Wellness

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. 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. 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.

5342A Applied Nutrition and Wellness 1
5342A Applied Nutrition and Wellness 2

Applied Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment. This is a nutrition class that introduces students to 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, self-determination, and 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.

5340 Advanced Nutrition and Wellness 1
5340 Advanced Nutrition and Wellness 2

Includes nutritional needs at various stages of life, technology's influence on the food we eat, and world concerns such as hunger. Laboratory experiences are encouraged. Nutrition and global concerns will be related and careers explored. Designed for students who are interested in advanced foods and nutritional needs. Topics include nutrition and wellness for individuals and families across the life span, community and world food concerns, impact of technology on the food and health industry, exploration of careers, and management of food-related resources.

5364 Interpersonal Relationships

Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. 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. 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.

5364A Applied Interpersonal Relationships

Applied Interpersonal Relationships is an introductory course that is relevant for students interested in careers that involve interacting with people and for everyday life relationships. Major course topics include communication skills; leadership, self-determination, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. This course provides a foundation for all careers and everyday life relationships that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, the general public, family and friends.

5350 Introduction to Housing and Interior Design

This course is fashioned for students interested in home design and furnishings. Some activities include field trips, speakers from various fields of home design, planning furnishings of a home, and drawing a home plan. Topics may include housing to meet special needs, principles of design related to interiors, housing, and architecture; floor planning skills; and housing-related careers.

5380 Introduction to Fashion and Textiles

This class addresses skills related to design, production, and distribution in the textiles, fashion, and home arts industries. Topics include exploration of textiles and fashion industries; design in textiles and apparel; social, psychological, cultural, and environmental aspects of clothing; related equipment and tools and technology that impact the industry; and construction and alteration skills.

CAREER CLUSTER: Education and Training

5408 Education Professions I-I
5408 Education Professions I-2

Education Professions I provide the foundation for employment in education and related careers and prepares students for study in higher education. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are components.

7161 Principles of Teaching

Educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20-hour classroom observation experience is required for successful completion of this course.

7157 Child and Adolescent Development

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

7162 Teaching and Learning

Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will introduce the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management.

5404 Education Professions II-1
5404 Education Professions II-2

Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is

recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components.

CAREER CLUSTER: Social and Community Services

7176 Principles of Human Services

Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. The course includes a required job shadowing project in a Human Services setting (a suggested four-hour minimum to meet Ivy Tech requirements). This course will also encourage cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

7276 Fundamentals of Human Services

Fundamentals of Human services examines key elements of effective delivery of human services. Topics of discussion include personal values, helping relationships, the impact of diversity, theories of helping, communication, problem-solving processes, crisis situations, abuse, and professional ethics. This course also provides training for identifying characteristics of a crisis and basic crisis intervention skills. Students will evaluate their own personal strengths and limitations and discuss the importance of professional developments for the human service's social worker.

7278 Advanced Social and Community Services

Advanced Social and Community Services provides students with the opportunity to increase their effectiveness in helping people. Students will examine the helping process in terms of skills, helping stages, and issues involved in a helping relationship. Additionally, background knowledge of the field of intellectual and developmental disabilities and issues pertaining to the field will be provided.

7279 Social and Community Services Capstone

This course offers a comprehensive overview of addiction, emphasizing the effects of various substances on the brain and body. Students will examine commonly abused drugs, including their origins, composition, therapeutic uses, and toxicology, as well as their impact on individuals, families, and society. Throughout the course students will be introduced to and develop basic interviewing skills, assessment strategies, and treatment planning. The course explores the symptoms and effects of substance abuse and dependence. After satisfactory completion of this course, students will have met the requirements to be a Certified Community Health Worker in Indiana through the Indiana Community Health Workers Association. A Community Health Worker is a frontline worker trained in care coordination, case management, coaching, and cultural competency. Through this advanced level Elective course focusing on theories of behavior modification, students will develop an understanding of terms and practical applications of theoretical approaches used in working with people.

7174 Understanding Diversity

Understanding Diversity encourages cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

7177 Relationships and Emotions

Relationships & Emotions examines the key elements of healthy relationships. Explores the main problems that damage relationships. Presents research findings on successful and unsuccessful relationships, and emotional connections. Explores the impact of one's emotional and relationship history on current and future romantic relationships. Presents practical, scientific-based skills for improving relationships. Additionally, this course offers practical and useful information for people who have experienced loss. Students have the opportunity to evaluate their own experiences and attitudes toward loss and grief.

5336 Human and Social Services I-1

5336 Human and Social Services I-2

Human and Social Services I is an introductory/exploratory course for students interested in careers in human and community services and other helping professions. Areas of exploration include family and social services, youth development, and adult and elder care, and other for profit and non-profit services. This project-based course will help students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in human and social services at the local, state, national, or global/world level. Research and development, interdisciplinary projects, and/or collaboration with community agencies or organizations or student organizations are appropriate approaches. Students will be introduced to human and social services professions through presentations from a variety of guest speakers, job shadowing, field trips and introductory and exploratory field experiences. Service-learning experiences are highly recommended.

5462 Human and Social Services II-1

5462 Human and Social Services II-2

The course prepares students for occupations and higher education programs related to assisting individuals and families in meeting their potential. Through work-based experiences, students apply the knowledge and skills developed in the Human Services Foundations course. Concentration areas include family and social services, youth development, and adult and elder care. Ethical, legal, and safety issues, as well as helping processes and collaborative ways of working with others, will be addressed. Learning experiences will involve analysis of the influence of culture and socioeconomic factors on individual choices and opportunities, service delivery models, and theoretical perspectives. Student laboratory/field experiences may be either school-based, if available, or as part of an internship in community-based agencies, or a combination of the two.

5456 Nutrition Science Careers I-1

5456 Nutrition Science Careers I-2

Nutrition Science Careers introduces students to careers in nutrition, dietetics, food science, food research and development, food service, and related careers. The course of study includes topics and issues in nutrition; food science topics and issues; topics related to management of daily living needs of individuals and families; nutrition and foods for children and the elderly; topics related to cleaning and maintenance, purchasing, and food preparation; managing operations in food production, food science, or food research and development establishments. Laboratory experiences with industry applications are a required component of this course of study.

5457 Nutrition Science Careers II-1

5457 Nutrition Science Careers II-2

This course prepares students for careers and higher education programs related to nutrition, dietetics, food science, food research and development, and related careers that focus on assisting individuals and families in managing their personal, family, and social needs regarding nutrition, diet, and foods.

Through work-based experiences, students apply the knowledge and skills developed in the Nutrition Science Careers I course. The course of study includes, but is not limited to: advanced topics and issues in nutrition; topics and issues related to maintaining the food supply; topics related to cleaning and maintenance, purchasing, and food preparation; managing operations in food production, food science, or food research and development establishments; providing for the dietary needs of persons with special requirements; related research, development, and testing. Ethical, legal, and safety issues, as well as helping processes and collaborative ways of working with others are to be addressed.

CAREER AND TECHNICAL EDUCATION HEALTH SCIENCES

5276 Anatomy and Physiology 1
5276 Anatomy and Physiology 2

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

5274 Medical Terminology 1 / HLHS 101 Ivy Tech
5274 Medical Terminology 2 / HLHS 101 Ivy Tech

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

CAREER CLUSTER: Biomedical Sciences and Technology

5218 Principles of Biomedical Sciences

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

Sciences curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network.

5216 Human Body Systems

Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions. NOTE: This course aligns with the PLTW Human Body Systems curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network.

5217 Medical Interventions

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

5219 Biomedical Innovations

Biomedical Innovation is a capstone course designed to give students the opportunity to design innovative solutions for the health challenges of the 21st Century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Students have the opportunity to work on an independent project and may work with a mentor or advisor from a healthcare or postsecondary industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. NOTE: This course aligns with the PLTW Biomedical Innovations curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network.

CTE Pathway Health Sciences Programs, Health Sciences I and II – Nursing, PLTW Biomedical, and Dental Careers are listed under the Muncie Area Career Center section.

CAREER AND TECHNICAL EDUCATION COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

CAREER CLUSTER: Computer Science (STEM)

4803 Introduction to Computer Science

Introduction to Computer Science allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

4565 Computing Foundations for a Digital Age

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.

4801 Computer Science I-1
4801 Computer Science I-2

Computer Science I introduce the structured techniques necessary for the efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, and control breaks.

5236 Computer Science II-1
5236 Computer Science II-2

Computer Science II explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Coursework emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include: the role of data types, variables, structures, addressable memory locations, arrays and pointers, and data file access methods. An emphasis on logical program design using a modular approach, which involves task-oriented program functions.

5253 Computer Science III – Cybersecurity Capstone 1
5253 Computer Science III – Cybersecurity Capstone 2

Computer Science III: Cybersecurity introduces the secure software development process including: designing secure applications, writing secure code designed to withstand various types of attacks, and security testing and auditing. It focuses on the security issues a developer faces, common security vulnerabilities and flaws, and security threats. The course explains security principles, strategies, coding techniques, and tools that can help make software fault tolerant and resistant to attacks. Students will write and analyze code that demonstrates specific security development techniques. Students will also learn about cryptography as an indispensable resource for implementing security in real-world applications.

4570 AP Computer Science A 1
4570 AP Computer Science A 2

AP Computer Science A 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 Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The curriculum for AP Computer Science A is compatible with many CSI courses in colleges and universities.

4568 AP Computer Science Principles 1
4568 AP Computer Science Principles 2

The AP Computer Science Principles course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The course is not intended to be used as a dual credit course.

7178 Advanced Cybersecurity

Students will acquire the fundamentals of information and data security and understand the vulnerability most organizations have in their security systems with an emphasis on firewalls, security plans and Virtual Private Networks (VPNs). Discussions will include data security methods, authentication, network attacks, malicious code and viruses, wireless security, e-mail and web security and disaster recovery. This course will also focus on the managerial aspects of information security and assurance. Topics covered include access control models, information security governance, and information security program assessment and metrics. Coverage on the foundational and technical components of information security is included to reinforce key concepts, such as security planning and contingencies, security policies, security management models and practices and ethics.

7183 Principles of Computing

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.

7184 Software Development

Software Development introduces students to concepts and practices of programming languages and software development. Students are introduced to algorithms and development tools used to document/implement computer logic. Discusses the history of software development, the different types of programming such as real time processing, web/database applications, and different program development environments. Concepts will be applied using different programming languages, and students will develop and test working programs in an integrated system.

7185 Website and Database Development

Website and Database Development will provide students a basic understanding of the essential Web and Database skills and business practices that directly relate to Internet technologies used in Web site and Database design and development. Students will learn to develop Web sites using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Additionally, students will be introduced to the basic concepts of databases including types of databases, general database environments, database design, normalization and development of tables, queries, reports, and applications. Students will be familiarized with the use of ANSI Standard Structured Query Language. Students will be introduced to data concepts such as data warehousing, data mining, and BIG Data. Students will develop a business application using database software such as Microsoft Access.

7179 Cybersecurity Fundamentals

This course introduces fundamental networking protocols and their hierarchical relationship in the context of conceptual Information Communication Technology (ICT) frameworks. Students will learn how networked hosts and applications communicate across networks. Emphasis is placed on security throughout the entire SDLC (Systems Development Life Cycle).

CAREER CLUSTER: Information Technology

4528 Digital Applications and Responsibility
4528 EC Digital Applications and Responsibilities/CINS 101 IVY

Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.

4528A Applied Digital Applications and Responsibility 1
4528A Applied Digital Applications and Responsibility 2

Applied Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software and may use highly specialized or individualized technology or software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students may be provided with the opportunity to seek industry-recognized digital literacy certifications.

5230 Information Technology Support 1-1
5230 Information Technology Support 1-2

Information Technology Support allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems.

4516 Computer Illustration & Graphics 1
4516 Computer Illustration & Graphics 2

Computer Illustration and Graphics introduces students to the computer’s use in visual communication. The focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals.

5234 Networking I-1
5234 Networking I-2

Networking I introduce students to local and wide area networks, home networking, networking standards using the IEEE/OSI Model, network protocols, transmission media and network architecture/ topologies. Security and data integrity are introduced and emphasized throughout this course, which offers students the critical information needed to successfully move into a role as an IT professional supporting networked computers. Concepts covered will include TCP/IP client administration, planning a network topology, configuring the TCP/IP protocol, managing network clients, configuring routers and hubs, as well as creating a wireless LAN.

4574 Web Design

This course provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Through hands-on experiences students will learn to use various software programs for creating digitally-generated or computer-enhanced media.

CAREER AND TECHNICAL EDUCATION MUNCIE AREA CAREER CENTER

The Muncie Area Career Center (MACC) offers career and technical education training for high school juniors and seniors. A Career & Technical Education (CTE) Pathway is a series of classes focused on a specific career field. Many MACC programs provide students the opportunity to complete Graduation Pathway Diploma requirements for Postsecondary Ready Competencies and/or Employability Skills requirements.

A **CTE Concentrator** at the Muncie Area Career Center is a student who completes the three courses in a first-year program of study in a specific career field. A CTE Pathway *may* include opportunities for the student to:

- Earn dual credits in a CTE Pathway
- Earn Industry Certification
- Participate in an embedded internship or work-based learning experience

CTE Pathways allow students the opportunity to learn more about a specific career field. Students with a career focus prior to high school graduation are better prepared to select the right postsecondary option: Apprenticeship, Community College, University, Certification or Technical Training, Military Service, or Career.

Internships and Job Shadowing Experience

- Internship experiences are required in some program areas and optional for others, and sometimes limited to senior level students. Most internships are non-paid, and students must meet all required criteria to participate, as well as provide their own transportation.

- All MACC students are required to participate in one job shadowing experience per year. The job shadowing activities include telephone contact with an employer, two letters, observation at the work site, and evaluation essay of the experience.

The section below is organized by Career Pathways, with each Pathway broken into a First- and Second-Year Program. Students are encouraged to consider various Career Pathways and select one

that is of the greatest interest to them. Students who apply and are accepted may complete both the First- and Second-Year Program within a specific Career Pathway, or they may choose to complete one Pathway's First-Year Program as a junior and other Pathways First-Year Program as a senior.

Career Pathway: Welding Technology

First-Year Program

7110 Principles of Welding Technology

Principles of Welding Technology includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and basic welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Designer, Researcher, or Engineer. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for postsecondary and career success.

7111 Shielded Metal Arc Welding

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

7101 Gas Welding Processes

Gas Welding Processes is designed to cover the operation of Gas Metal Arc Welding (MIG) equipment. This will include all settings, adjustments and maintenance needed to weld with a wire feed system. Instruction on both short-arc and spray-arc transfer methods will be covered. Tee, lap, and open groove joints will be done in all positions with solid, flux core, and aluminum wire. Test plates will be made for progress evaluation. Schools may choose to offer the course as a comprehensive MIG Welding course or a combination of introductory MIG and TIG Welding operations.

Second-Year Program

7226 Welding Technology Capstone

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

Career Pathway: Construction Trades - Carpentry

First-Year Program

7130 Principles of Construction Trades

Principles of Construction Trades prepares students with the basic skills needed to continue in a construction trade field. Topics will include an introduction to the types and uses for common hand and power tools, learn the types and basic terminology associated with construction drawings, and basic safety. Additionally, students will study the roles of individuals and companies within the construction

industry and reinforce mathematical and communication skills necessary to be successful in the construction field.

7123 Construction Trades: General Carpentry

Construction Trades: General Carpentry builds upon the skills learned in the Principles of Construction Trades and examines the basics of framing. This includes studying the procedures for laying out and constructing floor systems, wall systems, ceiling joist and roof framing, and basic stair layout. Additionally, students will be introduced to building envelope systems.

7122 Construction Trades: Framing and Finishing

Construction Trades: Framing and Finishing prepares students with advanced framing skills along with interior and exterior finishing techniques. Topics include roofing applications, thermal and moisture protection, exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation.

Second-Year Program

7242 Construction Trades Capstone

The Construction Trades Capstone course covers the basics of electricity and working with concrete. Electrical topics include the National Electric Code, electrical safety, electrical circuits, basic electrical construction drawings, and residential electrical services. Students may also gain an understanding of concrete properties, foundations, slab-on-grades, and vertical and horizontal formwork. The course prepares students for the NCCER Carpentry Forms Level 3 and Electrical Level 1 certificates.

Career Pathway: Construction Trades - Electrical

First-Year Program

7130 Principles of Construction Trades

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

7124 Electrical Fundamentals

This course covers NCCER Electrical Level 1. Its modules cover topics such as orientation to the electrical trade, electrical safety, introduction to electrical circuits, electrical theory, introduction to the National Electrical Code, device boxes, hand bending, raceways and fittings, conductors and cables, basic electrical construction drawings, residential electrical services, and electrical test equipment. The NCCER Electrical Level 1 certificate and wallet card will also be awarded upon successful completion of this course.

7119 Advanced Electrical

Advanced Electrical covers topics such as alternating current, motors: theory and application, electric lighting, conduit bending, and pull and junction boxes. The second part of the course will cover topics such as conductor installations, cable tray, conductor terminations and splices, grounding and bonding, circuit breakers and fuses, control systems and fundamental concepts. Students will be ready to complete the NCCER Electrical Level 2 certificate upon successful completion of the course.

Second-Year Program

7263 Construction Trades Electrical Capstone

Construction Trades Electrical Capstone builds upon the skills learned in Electrical Fundamentals and Advanced Electrical. Topics include load calculations – branch and feeder circuits, conductor selection and calculations, practical applications of lighting. This course will also cover commercial electrical services including distribution equipment, transformers, and voice, data and video. Completion of this course will prepare students for the NCCER Electrical Level 3 certificate. Students may also complete an Ivy Tech CT by completing coursework in general carpentry.

Career Pathway: Industrial Maintenance - Electrical

First-Year Program

7108 Principles of Advanced Manufacturing

Principles of Advanced Manufacturing is a course that includes classroom and laboratory experiences in Industrial Technology and Manufacturing Trends. Domains include safety and impact, manufacturing essentials, lean manufacturing, design principles, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies.

7103 Advanced Manufacturing Technology

Advanced Manufacturing Technology introduces manufacturing processes and practices used in manufacturing environments. The course also covers key electrical principles, including current, voltage, resistance, power, inductance, capacitance, and transformers, along with basic mechanical and fluid power principles. Topics include, types of production, production materials, machining and tooling, manufacturing planning, production control, and product distribution will be covered. Students will be expected to understand the product life cycle from conception through distribution. This course also focuses on technologies used in production processes. Basic power systems, energy transfer systems, machine operation and control will be explored. This course will use lecture, lab, online simulation and programming to prepare students for Certified Production Technician Testing through Manufacturing Skill Standards Council (MSSC).

7102 Industrial Electrical Fundamentals

The Industrial Electrical Fundamentals course will introduce students to the National Electric Code and its application in designing and installing electrical circuits, selecting wiring materials and devices, and choosing wiring methods. Students will also gain a general understanding of common types of electric motors.

7260 Industrial Electrical Capstone

The Industrial Electrical Capstone course is designed to provide an understanding of circuits using alternating current and the motor operation as well as the operation and programming of programmable logic controllers (PLC). The course will also examine the electrical components in a complex mechatronic system. This course will give each student a general understanding of common types of electric motors, extending from the small shaded pole fan motors to the large three-phase motors. This course will use lecture, lab, online simulation and programming to prepare students for the C-207 Programmable Controller Systems 1 Certification through Smart Automation Certification Alliance (SACA).

Career Pathway: Digital Design

First-Year Program

7140 Principles of Digital Design

Principles of Digital Design introduces students to fundamental design theory. Investigations into design theory and color dynamics will provide experiences in applying design theory, ideas and creative problem solving, critical peer evaluation, and presentation skills. Students will have the opportunity to apply the design theory through an understanding of basic photographic theory and technique. Topics will include image capture, processing, various output methods, and light.

7141 Digital Design Graphics

Digital Design Graphics will help students to understand and create the most common types of computer graphics used in visual communications. Skills are developed through work with professional vector-based and page layout software used in the industry. Additionally, students will be introduced to a full range of image input technology and manipulation including conventional photography, digital imaging, and computer scanners. Students will learn to communicate concepts and ideas through various imaging devices.

5550 Graphic Design and Layout

Graphic Design and Layout teaches design process and the proper and creative use of type as a means to develop effective communications for global, corporate and social application. Students will create samples for a portfolio, which may include elements or comprehensive projects in logo, stationery, posters, newspaper, magazine, billboard, and interface design

Second-Year Program

7246 Digital Design Capstone

The Digital Design Capstone course provides students the opportunity to dive deeper into advanced concepts of Visual Communication including user experience/user interface design, video production editing, animation and/or web design. Depending on the length of the course, students may focus their efforts on one area or explore multiple aspects.

Career Pathway: Software Development

First-Year Program

7183 Principles of Computing

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.

7185 Website and Database Development

Website and Database Development will provide students a basic understanding of the essential Web and Database skills and business practices that directly relate to Internet technologies used in Web site and Database design and development. Students will learn to develop Web sites using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Additionally, students will be introduced

to the basic concepts of databases including types of databases, general database environments, database design, normalization and development of tables, queries, reports, and applications. Students will be familiarized with the use of ANSI Standard Structured Query Language. Students will be introduced to data concepts such as data warehousing, data mining, and BIG Data. Students will develop a business application using database software such as Microsoft Access.

7184 Software Development

Software Development introduces students to concepts and practices of programming languages and software development. Students are introduced to algorithms and development tools used to document/implement computer logic. Discusses the history of software development, the different types of programming such as real time processing, web/database applications, and different program development environments. Concepts will be applied using different programming languages, and students will develop and test working programs in an integrated system.

Second-Year Program

7253 Software Development Capstone

Software Development Capstone provides a basic understanding of the fundamental concepts involved when using an object-oriented programming language. The emphasis is on logical program design using a modular approach involving task-oriented program functions. Object-oriented concepts such as methods, attributes, inheritance, exception handling, and polymorphism are utilized. Applications are developed using these concepts and include developing a graphical user interface, selecting forms and controls, assigning properties and writing code. Students will also build upon their web design experiences in previous courses by taking an in-depth look into client- and server-side scripting aspects including Java Script and PHP: hypertext preprocessor along with other scripting tools.

Career Pathway: Early Childhood Education

First-Year Program

7160 Principles of Early Childhood Education

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

7158 Early Childhood Education Curriculum

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

7159 Early Childhood Education Guidance

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

Second-Year Program

7259 Early Childhood Education Capstone

This course will prepare students to complete the application, CDA exam, and verification process for the Child Development Associate (CDA) credential. Students may also study the physical, social, emotional, cognitive, and moral development of children from conception to age twelve. Theories of child development, biological and environmental foundations, prenatal development, the birth process, and the newborn baby will be discussed. Additionally, students will explore the aspects of early literacy skill development in young children from birth through third grade. Students will explore techniques, technological tools and other learning opportunities that encourage positive attitudes in children regarding listening, speaking, reading and writing activities. In the course, students will research, examine and explore the use of observation in screening and assessment to promote healthy literacy development in early childhood education. Finally, students will be introduced caring for each exceptional child. This includes theories and practices for producing optimal developmental growth. Students may be required to complete observations and field experiences with children as related to this course.

Career Pathway: Pre-Nursing

First-Year Program

7168 Principles of Healthcare

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

5274 Medical Terminology

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

7166 Healthcare Specialist: CNA

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

Second-Year Program

7255 Healthcare Specialist Capstone

The capstone course will provide Healthcare students with additional knowledge and skills necessary to work in a variety of health care settings beyond a long-term care facility, including hospitals, doctor's

offices and clinics. Students can accomplish this goal by completing coursework that will cover topics such as Medical Law and Ethics, Electronic Health Records, and/or Behavioral Health. Schools may offer additional healthcare certifications such as the Certified Clinical Medical Assistant or Phlebotomy along with the coursework or in place of the coursework.

Career Pathway: Dental Careers

First-Year Program

7315 Principles of Dental Careers

Principles of Dental Careers will provide the foundational knowledge and skills necessary to pursue a career in the Dental Field. A focus will be placed on the role of the modern dental assistant and will cover key pre-clinical procedures and beginning dental terminology.

7316 Dental Careers Fundamentals

Dental Careers Fundamentals will build upon the knowledge and skills in the principles course. Students will understand and practice beginning chairside functions of the Dental Assistant along with a focus on the Anatomy and Physiology of the head, neck and oral cavity. Students will also study tooth anatomy, physiology and morphology. This part of the program will prepare students for the Anatomy, Morphology, and Physiology exam of the NELDA certification.

7317 Advanced Dental Careers

Advanced Dental Careers Fundamentals will build upon the knowledge and skills developed in the first two courses. Students will study more advanced chairside assisting functions along with advanced infection control techniques. Additionally, students will explore preventive dentistry practices and dental emergencies. This course will prepare students for the ICE exam of the NELDA certification.

Second-Year Program

7318 Dental Careers Capstone (for second-year students in the graduating class of 2024 and beyond)

Dental Careers capstone will provide the opportunity for increased skill development in clinical support through work-based learning experiences. Students will also prepare for the Radiation, Health and Safety, which is the third and final part of the NELDA certification. The capstone course may also provide the opportunity to review and prepare for the entire NELDA certification.

Career Pathway: Emergency Medical Services

First-Year Program

7168 Principles of Healthcare

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

5274 Medical Terminology

Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for

accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation of a medical vocabulary including; appropriate and accurate meaning, spelling, and pronunciation of medical terms, and abbreviations, signs, and symbols.

7165 Emergency Medical Tech

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

Second-Year Program

7255 Healthcare Specialist Capstone

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

Career Pathway: Barbering and Cosmetology

First-Year Program

7330 Principles of Barbering and Cosmetology

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

7331 Barbering and Cosmetology Fundamentals

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

7332 Advanced Cosmetology

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

Second-Year Program

7334 Barbering and Cosmetology Capstone (for second-year students in the graduating class of 2024 and beyond)

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

Career Pathway: Fire and Rescue

First-Year Program

7195 Principles of Fire and Rescue

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

7189 Fire Fighting Fundamentals

Fire Fighting Fundamentals is for those students who are seeking certification as a firefighter. This course will prepare students for the Hazardous Materials Awareness and Operations certifications and will introduce students to NFPA 1001 which serves as the standard of measurement for all firefighters in North America. Students will learn the knowledge and hands-on practical skills for managing and controlling a hazardous materials incident required for the certifications. Furthermore, students will study how a fire behaves and will learn the basic firefighting skills needed to extinguish a fire while protecting themselves and other firefighters.

7186 Advanced Fire Fighting

Advanced Fire Fighting expands upon the principles and techniques of firefighting learned in Fire Fighting Fundamentals. Students will study fire protection systems, firefighter safety and survival. Students will also learn what fire is, the chemical hazards of combustion, and related by-products of fire. Additionally, students will gain a better understanding of fire department organization, administration, operations, and basic strategies and tactics.

Second-Year Program

Second-year students in this pathway will complete the three courses outlined in the EMT pathway.

Career Pathway: Criminal Justice

First-Year Program

7193 Principles of Criminal Justice

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

7191 Law Enforcement Fundamentals

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

7188 Corrections and Cultural Awareness

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

Second-Year Program

7231 Criminal Justice Capstone

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

Career Pathway: Automotive Services

First-Year Program

7213 Principles of Automotive Services

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

7205 Brake Systems

This course gives students an in-depth study of vehicle electrical systems. Students will study the fundamentals of electricity and automotive electronics in various automotive systems. Additionally, it teaches theory, service and repair of automotive braking systems. This course provides an overview of various mechanical brake systems used on today’s automobiles. This course will emphasize professional diagnosis and repair methods for brake systems.

7212 Steering and Suspension

This course takes an in-depth look at engine performance, including concepts in the diagnosis and repair of ignition, fuel, emission and related computer networks. This course presents engine theory and operation and studies the various engine designs utilized today. This course also takes an in-depth look at engine performance, including advanced concepts in the diagnosis and repair of ignition, fuel, emission and related computer networks. This course presents engine theory and operation and studies the various engine designs utilized today. Hybrid/Alternative fuel technology will also be introduced.

Second-Year Program

7375 Automotive Service Capstone

This course further explores important skills and competencies within the Automotive Service Technology Pathway. Topics such as Steering & Suspension, Engine Repair, Climate Control, and Driveline Service. Additionally, Co-Op and Internship opportunities will be available for students. Required Prerequisites: Principles of Automotive Services, Brake Systems, Steering and Suspension.

CAREER AND TECHNICAL EDUCATION WORK BASED LEARNING EXPERIENCES

Work Based Learning (WBL) means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.

5974 Work Based Learning Course 1
5974 Work Based Learning Course 2

Work Based Learning is a stand-alone course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path. Work Based Learning experiences occur in workplaces (paid experience) and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Students have the opportunity to apply the concepts, skills, and dispositions learned in their pathways in real-world business and industry settings.

0530 Career Exploration Internship 10530 Career Exploration Internship 2

The Career Exploration Internship course is an unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a Work Based Learning experience in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. A clear internship agreement and training plan is developed by the student, teacher, and internship site mentor/supervisor to guide the student's career exploration experience.

0530A Applied Career Exploration Internship 1
0530A Applied Career Exploration Internship 2

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

0502 Cadet Teaching 1 AM
0502 Cadet Teaching 2 PM

Experience is limited to grades K-5. This course is designed as a field experience for students who are interested in teaching as a profession and are above average in scholarship, citizenship, and attendance. While observing and assisting an experienced teacher, the student gains a better understanding of the role of the teacher and of his/her own aptitude for teaching. Two hours a day are required for the course. Each student must provide needed transportation to the elementary school assignment. Students must apply form and be approved by the high school contact person. Students may request an application form from their school counselor.

GRADUATION PATHWAYS: EMPLOYABILITY SKILLS

0547 Project-Based Learning

Project-based learning allows students to gain knowledge by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. The project is framed by a meaningful problem to solve or question to answer, at the appropriate level of challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.
This course code should be used to denote completion of the Graduation Pathways Employability Skills experience.

- Recommended Grade: 9-12
- Required Prerequisites: none
- Recommended Prerequisites: Preparing for College and Careers
- Credits: 0 credits, the experience may stretch over multiple semesters and should not be marked as passing until the designated person responsible for approving the project-based learning experiences validates the PBL work product.
- Qualifies as the employability skills requirement for all diplomas.

0539 Service Based Learning

Service-based learning integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility (and other employability skills), and strengthen communities. SBL can be classified by three core indicators:

1. Integrating academic student with service experience;
2. Reflecting larger social, economic, and societal issues; and
3. Collaborative efforts between students, schools, and community partners.

0543 Work Based Learning

Work-based learning is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals.
WBL includes activities that can occur in workplaces or school-based enterprises and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. It supports entry or advancement in a career field and can serve as the culminating course or event in a student's chosen career pathway. Through WBL, students have the opportunity to apply the concept, skills, and dispositions learned in previous coursework in real world settings.

APPENDIX

MILITARY EXPERIENCE – High School Credits

The local school board shall have the option of recognizing training and experience obtained in the United States Armed Forces in meeting high school graduation requirements, e.g.:

- *Basic Training* - A maximum of four (4) credits may be recognized in the following areas:
  Physical Education 2 credits
  Health & Safety 2 credits
  For basic training, a maximum of one (1) credit may be granted for each of three months of service.

- *Overseas Instruction* - Credit may be awarded for courses completed through accredited colleges and universities as recommended by the respective colleges and universities, such as the University of Maryland overseas instruction.

- *Service Training School* - Credit may be granted in accordance with recommendations made by the American Council of Education in the publication "Guide to the Evaluation of Educational Experience in the Armed Forces." When the descriptions of service schools are not listed in this guide, appropriate credit recommendations may be obtained by writing to the American Council on Education.

- *Armed Services Institutes* - Credit may be awarded for courses completed in the United States Armed Forces Institute, Marine Corps Institute, and the Coast Guard Institute, provided that the courses shall be validated by terminal examinations as recommended by the American Council on Education. Credit may be awarded in recognition of satisfactory achievement on examinations in established high school courses.
  - Recommended Prerequisites: Preparing for College and Careers
  - Credits: 0 credits, the experience may stretch over multiple semesters and should not be marked as passing until the designated person responsible for approving the project-based learning experiences validates the PBL work product.
  - Qualifies as the employability skills requirement for all diplomas.