

Course Description Guide

**Rochester High School
2026-2027**



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Course and Credit Requirements

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

CORE40 with Academic Honors (minimum 47 credits)

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams

Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.

- B. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
- C. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
- D. Earn an ACT composite score of 26 or higher and complete written section
- E. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors (minimum 47 credits)

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. State approved, industry recognized certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following,
 - A. Any one of the options (A - F) of the Core 40 with Academic Honors
 - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 8

Indiana SAT and the Graduation Pathways



Graduation Requirements

Starting with **grad cohort 2023**:

1. No graduation qualifying exam (GQE), which means no ISTEP+ or ISTEP+ Retest.
2. All students must complete graduation pathway requirements.

Indiana SAT

- *All Juniors*: Must take the SAT in spring for school accountability.
- *Graduation Pathway Requirement 3*: SAT score may be used, but it is **not** a GQE. This requirement may be met with another option.
- *Retests*: Not offered or required by the state.

Graduation Pathway Requirements

Meet **one** requirement in each of these categories:

1 High School Diploma

Core 40

Technical
Honors

Academic
Honors

General

2 Learn and Demonstrate Employability Skills

Project-Based

Service-Based

Work-Based

3 Postsecondary-Ready Competencies

1. Honors Diploma
2. ACT
3. SAT
4. ASVAB
5. Industry Cert
6. Apprenticeship
7. CTE Concentrator
8. AP/IB/Dual Credit/Cambridge Int./CLEP
9. Locally Created Pathways



CURRENT & FUTURE INDIANA DIPLOMA: COMPARISON

The new diploma structure includes a base (minimum requirements) for every student, plus the opportunity to earn readiness seals aligned with their unique path. Students are encouraged to seize this flexibility by personalizing their high school experience. The new seals provide additional intentionality to maximize readiness and are designed to be permeable, allowing students to update their graduation plan and pivot, if their original interests and goals change. Students who do not earn a seal must still complete components 2 and 3 of Graduation Pathways.

CURRENT 		FUTURE  NEW INDIANA DIPLOMA
ENGLISH	8 CREDITS	8 CREDITS 2 credits: English 9 1 credit: Communications-focused course 5 additional English credits
MATH	6 CREDITS 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II	7 CREDITS 2 credits: Algebra I 1 credit: Personal Finance 4 additional math credits
SCIENCE, TECHNOLOGY, AND ENGINEERING	6 CREDITS 2 credits: Biology I 2 credits: Chemistry I, Physics I, or Integrated Physics 2 credits: Any Core 40 science course	7 CREDITS 2 credits: Biology I 1 credit: Computer Science 2 additional science credits 2 STEM-focused credits
SOCIAL STUDIES	6 CREDITS 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World	5 CREDITS 2 credits: U.S. History 1 credit: U.S. Government 2 credits: World Perspectives (Flexible options, including advanced world language or world-focused social studies courses)
PE/HEALTH	3 CREDITS 2 credits: Physical Education 1 credit: Health & Wellness	2 CREDITS 1 credit: Physical Education 1 credit: Health & Wellness
DIRECTED ELECTIVES	5 CREDITS Any combination of World Languages, Fine Arts, and/or Career & Technical Education	N/A
PERSONALIZED ELECTIVES	6 CREDITS	12 CREDITS Students are encouraged to utilize the new readiness-seals to align these personalized electives with their unique goals. Personalized electives can include a variety of courses, such as CTE, Performing or Fine Arts, and World Languages.
COLLEGE & CAREERS	N/A	1 CREDIT 1 credit: Preparing for College & Careers
TOTAL	40 CREDITS	42 CREDITS

Hoosier high school students have the opportunity to earn approximately 60 credits.

Note: The federally-required alternate diploma for students in special education with a significant cognitive disability is still available.



BLUEPRINT FOR SUCCESS: READINESS-SEALS

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



ENROLLMENT



EMPLOYMENT



ENLISTMENT & SERVICE



HONORS SEAL

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

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

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



HONORS PLUS SEAL

Earn the Honors Enrollment Seal, **plus:**

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

Earn the Honors Employment Seal, **plus:**

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

Earn the Honors Enlistment Seal, **plus:**

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

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

Dual Credit/Weighted Classes 2026-27

CTL or CTE Course	RHS #	RHS Class Name	College	College #	Dual Credit Class Name	Credits
Agriculture						
CTE	7117	Principles of Agriculture	Ivy Tech	AGRI 100	Introduction to Agriculture	3
CTE	7117	Principles of Agriculture	Ivy Tech	AGRI 102	Agri Bus and Farm Mgt	3
CTE	5008	Animal Science	Ivy Tech	AGRI 103	Animal Science	3
CTE	5088	Agriculture Power, Structure & Technology	Ivy Tech	AGRI 106	Agriculture Mechanization	3
CTE	5132	Horticulture	Ivy Tech	AGRI 116	Survey of Horticulture	3
CTE	5132	Horticultural Science	Ivy Tech	AGRI 117	Soil Science	3
CTE	5070	Advanced Life Science Animals	Ivy Tech	AGRI 107	Advanced Animal Science	3
CTE	7114	Greenhouse and Soil Production	Ivy Tech	AGRI 129	Alternative Growing Methods	3
CTE	7232	Horticulture Capstone	Ivy Tech	AGRI 130	Intro to Vegetable Production	3
CTE	7114	Greenhouse and Soil Production	Ivy Tech	AGRI 175	Intro to Greenhouse Mgt	3
CTE	7232	Horticulture Capstone	Ivy Tech	AGRI 176	Urban Food and Agriculture	3
CTE	7112	Ag Structures: Fabrication & Design	Ivy Tech	INDT 114	Introductory Welding	3
Education						
CTE	7161	Principles of Teaching	Ivy Tech	EDUC 101	Introduction to Teaching	3
CTE	7157	Child and Adolescent Development	Ivy Tech	EDUC 121	Child & Adolescent Development	3
CTE	7162	Teaching and Learning	IU	EDUC W200	Teaching with Technology	3
CTE	7267	Education Profession Capstone	Ivy Tech	EDUC 230/235	Intro to Exceptional Children/Science of Reading	3
Language Arts						
CTL	1098DC	Adv Composition	IU	W131	Reading, Writing & Inquiry I	3
CTL	1124DC	Adv English Language Arts	IU	S121	Public Speaking	3
CTL	1052DC	World Literature	IU	L202	Literary Interpretation	3
CTL	1052DC	World Literature	IU	L111	Discovering Literature	3
Mathematics						
CTL	2527DC	Calculus	IU	M215	Calculus	5
CTL	2564DC	PreCalculus Algebra	IU	M125	PreCalculus	3
CTL	2566DC	PreCalculus Trigonometry	IU	M126	Trigonometric Functions	3
Science						
CTL	3090	Biology	IU	L100	Humans & the Biological World	5
Social Studies						
CTL	1542DC	US History	IU	H 105/106	American History	6
CTL	1540DC	US Government	IU	POLS-Y103	Introduction to American Politics	3
Technology						
CTE	4802	Intro to Engineering Design	Ivy Tech - L	DESN 101	Intro to Design Technology	3

CTE	5644	Principles of Engineering	Ivy Tech - L	DESN 104	Mechanical Graphics	3
CTE	5650	Civil Engineering & Architecture	Ivy Tech - L	DESN 105	Architectural Design	3
CTE	4802	*Intro to Engineering Design	Ivy Tech	DESN 113	2D Computer-Aided Design	3
Career Center						
CTE	7193	Principles of Criminal Justice	Vincennes	CRIM 100	Survey of Criminal Justice	3
CTE	7191	Law Enforcement Fundamentals	Vincennes	CRIM 101	Basic Police Operations	3
CTE	7168	Principles of Healthcare	Ivy Tech	HLHS 100	Intro to Health Careers	3
CTE	5274	Healthcare Fundamentals	Ivy Tech	HLHS 102	Essential Anatomy	3
CTE	5274	Healthcare Fundamentals	Ivy Tech	HLHS 101	Medical Terminology	3
CTE	7166	Healthcare Specialist: CNA	Ivy Tech	HLHS 107	CNA Preparation	5
CTE	7255	Healthcare Specialist Capstone	Ivy Tech	HLHS 105	Medical Law and Ethics	3
CTE	7164	Healthcare Specialist: CCMA	Ivy Tech	MEAS 225	CCMA Development Prep	6
CTE	7101	Gas Welding Processes	Ivy Tech	WELD 207	Gas Metal Arc (MIG) Welding	3
CTE	7101	Gas Welding Processes	Ivy Tech	WELD 272	Adv Gas Metal Arc Welding 2	3
CTE	7226	Welding Capstone	Ivy Tech	WELD 208	Gas Tungsten Arc (TIG) Welding	3
CTE	7226	Welding Capstone	Ivy Tech	WELD 273	Adv Gas Tungsten Arc Welding 2	3
CTE	7111	Shielded Metal Arc Welding	Ivy Tech	WELD 108	Shielded Metal Arc Welding 1	3
CTE	7111	Shielded Metal Arc Welding	Ivy Tech	WELD 206	Shielded Metal Arc Welding 2	3
CTE	7110	Principles of Welding	Ivy Tech	WELD 100	Welding Fundamentals	3
CTE	7130	Principles of Construction	Vincennes	CNST 100	Construction Seminar	1
CTE	7130	Principles of Construction	Vincennes	CNST 120	Construction Safety	3- must pass test
CTE	7123	Construction Trades: General Carpentry	Vincennes	CNST 105	Framing	2- must pass test
CTE	7123	Construction Trades: General Carpentry	Vincennes	CNST 105L	Framing Lab	2- must pass test
General						
CTL		Dual Credit - Online courses from Ball State, IU and Ivy Tech				

***Upon approval**

CTL= Core Transfer Library, CTE= Career Technical Education

Weighted Classes (Not Dual Enrollment)

Biomed						
	5217	Medical Intervention				
	5219	Biomedical Innovations				
Science						
	3080	AP Physics				
Technology						
	5698	Engineering Design & Development				

Grade 8 Classes that Count for High School Credit 2026-27

RHS #	RHS Class Name
Fine Arts	
4160	Beginning Band
4182	Beginning Choir
4000	Introduction to 2D Art
4002	Introduction to 3D Art
Foreign Language	
2120	Spanish I (by teacher recommendation)
Introduction to Careers	
7199	Essential Engineering
5415	Exploring Education
5056	Introduction to Agriculture
4518	Introduction to Business
4792	Introduction to Construction
5438	Introduction to Culinary
5272	Introduction to Health Science
53948	Preparing for College and Careers
Mathematics	
2520	Algebra I (by teacher recommendation)
Other	
4565	Computing Foundations for the Digital Age
3506	Health

Pathways

Advanced Manufacturing Precision Machining
Ag Mechanical and Engineering
Agri Science Animals
Biomedical Science
Business Operations and Technology
Civil Construction
Culinary Arts
Early Childhood Education
Education Professions
Engineering
Fine Arts Pathway
Horticulture
Nursing
Radio and Television
Supply Chain & Transportation (Business or CDL)

**Other Pathways in our shared programs are located on the back
pages of this Course Description Guide**

ADVANCED MANUFACTURING

Advanced Manufacturing Precision Machining			
Principles	CTE Concentrator A	CTE Concentrator B	Pathway Capstone
7109- Principles of Precision Machining	7105- Precision Machining Fundamentals	7107- Advanced Precision Machining	7219- Precision Machining Capstone

7109 Principles of Precision Machining

PRIN PREC MACH

Principles of Precision Machining provides students with a basic understanding of the processes used to produce industrial goods. Classroom instruction and labs will focus on shop safety, measurement, layout, blueprint reading, shop math, metallurgy, the use of basic hand tools, milling, turning, grinding, and sawing operations. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Measurement, Materials, & Safety Certification, which may be required for college dual credit.

7105 Precision Machining Fundamentals

MACH FUN

Precision Machining Fundamentals will build a foundation in conventional milling and turning. Students will be instructed in the classroom on topics of shop safety, theory, industrial terminology, and calculations. Lab work will consist of the setup and operation of vertical and/or horizontal milling machines and engine lathes. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Milling I Certification, which may be required for college dual credit.

7107 Advanced Precision Machining

PREC MACH

Advanced Precision Machining builds upon the Turning and Milling processes learned in Precision Machining Fundamentals and builds a foundation in abrasive-process machines. Students will be instructed in the classroom on topics of shop safety, theory, industrial terminology, and calculations associated with abrasives. Lab work will consist of the setup and operation of bench grinders and surface grinders. Additionally students will be introduced to Computerized Numeric Controlled (CNC) setup, operations and programming. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Grinding I Certification, which may be required for college dual credit.

7219 Precision Machining Capstone

PREC MACH CAP

The Precision Machining Capstone is an in-depth study of skills learned in Precision Machining I, with a stronger focus on CNC setup/operation/programming. Students will be introduced to two axis CNC lathe programming and three axis CNC milling machine programming. Develops the theory of programming in the classroom with applications of the program accomplished on industry-type machines. Studies terminology of coordinates, cutter paths, angle cutting, and linear and circular interpolation. Classroom activities will concentrate on precision set-up and inspection work, as well as machine shop calculations. Students will develop skills in advanced machining and measuring parts involving tighter tolerances and more complex geometry. Throughout the course there will be a continued focus on workplace safety.

AGRICULTURE

Agriculture Ag Mechanical and Engineering			
Principles	CTE Concentrator A	CTE Concentrator B	Pathway Capstone
7117- Principles of Ag	5088- Ag Power, Structures and Technology	7112- Ag Structures Fabrication and Design	7228- Ag Mechanization and Technology Capstone

Agriculture Agri-Science Animals			
Principles	CTE Concentrator A	CTE Concentrator B	Pathway Capstone
7117- Principles Of Ag	5008- Animal Science	5070- Advanced Life Science, Animals	7262 Agricultural Research Capstone

Agriculture Horticulture			
Principles	CTE Concentrator A	CTE Concentrator B	Pathway Capstone
7117- Principles of Ag	5132- Horticultural Science-NLPS	7114- Greenhouse and Soilless Production	7232- Horticulture Capstone

5056 Introduction to Agriculture, Food, and Natural Resources

INT AFNR

Introduction to Agriculture, Food, and Natural Resources is a one or two semester course that is highly recommended as a prerequisite to and as a foundation for all other agricultural classes. Through hands-on learning activities, students are encouraged to investigate areas of agriculture. Students are introduced to the following areas of agriculture: animal science, plant and soil science, food science, horticultural science, agricultural business management, natural resources, agriculture power, structure, and technology, careers in agriculture, leadership, and supervised agricultural experience. An activity- and project-based approach is used along with team building to enhance the effectiveness of the student-learning activities.

7117 Principles of Agriculture

PRIN AG

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

5228 Supervised Agricultural Experience (SAE)

SAE

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

5088 Agriculture Power, Structure, and Technology

AG POW

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

7112 Agriculture Structures: Fabrication and Design

AG ST FAB DES

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

7228 Agriculture Mechanization and Technology Capstone

AG MECH CAP

The Agriculture Mechanization and Technology Capstone builds upon the knowledge and skills developed in the Principles, Ag Power, Structures and Technology, Agricultural Structures Fabrication and Design courses by developing advanced skills that students can apply to the field. Students enrolled in this course will participate in lab activities involving agricultural equipment such as fueled power engines, electrical motors, pneumatic and hydraulic systems, etc. Students will be instructed on the operation, maintenance, repair, engineering and design of the agricultural mechanics and technology systems. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.

5008 Animal Science

ANML SCI

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

5070 Advanced Life Science: Animals

ALS ANIML

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

7262 Agricultural Research Capstone

AG RES CAP

The Agricultural Research Capstone includes extended laboratory, field, and literature investigations in one or more specialized agricultural science disciplines, such as animal, plant, food, natural resources, biotechnology, engineering, etc. Students enrolled in this course will apply scientific applications, concepts, principles, and design process to solve complex, real-world issues in agriculture. Students will become familiar with laboratory procedures used in an educational, research, or industrial setting. Students will complete an end-of-course project and presentation, such as a scientific research paper, agriscience fair project, or some other suitable presentation of their findings. This course can be used as a capstone experience for any agriculture pathway.

5132 Horticultural Science

HORT SCI

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

7114 Greenhouse and Soilless Production

GRN S PROD

Greenhouse and Soilless Production provides an overview of structural designs and uses of enclosed structures (greenhouses) to grow various plants and food. The course will focus on discussing different types of enclosed structures, management systems, and growing systems used to produce plants and food. The course will also present an overview of soilless growing systems such as hydroponics, aquaponics, aeroponics and fogponics. Students will utilize the school greenhouse as part of this course.

7232 Horticulture Capstone

HORT CAP

The Horticulture Capstone builds upon the knowledge and skills developed in the Principles, Horticultural Science, and Greenhouse and Soilless Production courses by developing advanced skills that students can apply to the field. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.

BUSINESS OPERATIONS AND TECHNOLOGY

Business Management Business Operations and Technology			
Principles	CTE Concentrator A	CTE Concentrator B	Pathway Capstone
7153 Principles of Business Operations and Technology	7144 Business Office Communications	7146 Digital Data Applications	7254 Business Operations and Technology Capstone

7153 Principles of Business Operations and Technology

PRIN BUS OP TECH

The Principles of Business Operations and Technology course will prepare students to plan, organize, direct, and control the functions and processes of a firm or organization and be successful in a work environment. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business, management, Microsoft office, and finance. Individual experiences will be based upon the student's career and educational goals.

7144 Business Office Communications

BUS OFF COMM

The Business Office Communications course emphasizes the analysis of communication to direct the choice of oral and written methods and techniques. It includes practice in writing a variety of messages used to communicate in business and industry with an emphasis on the potential impact of the message on the receiver as a basis for planning and delivering effective business communications. Through projects and the development of messages students will develop their knowledge and skills for the use of Microsoft Word and Microsoft PowerPoint.

7146 Digital Data Applications

DGTL REC KEEP

Students will use Microsoft Excel to sort and search records, combine files, produce reports, and to extract data from a file. This course is designed to include creating and formatting worksheets, using formulas and basic functions, creating charts, and printing professional-looking reports. Additionally students will use Microsoft Access to create a database and to manage a database through the creation and modification of a query. Students will also be expected to produce reports from the information.

7254 Business Operations and Technology Capstone

BUS OPER CAP

Digital literacy has become increasingly important to the business environment. Technological advances provide opportunities for businesses to survey inclusion of new innovations. This course discusses, identifies, researches, and applies emerging technologies. Discussing new technology and understanding the importance of updating skills is necessary for today's business operations.

CIVIL CONSTRUCTION

Construction Civil Construction (Heavy Highway)			
Principles	CTE Concentrator A	CTE Concentrator B	Pathway Capstone
7130 Principles of Construction Trades	7121 Civil Construction Fundamentals	7118 Advanced Civil Construction	7240 Civil Construction Capstone

7130 Principles of Construction Trades

PRIN CON TR

Principles of Construction Trades provides students with the basic skills needed to continue in a construction trade field. Covered topics 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 worksite safety. Additionally, students study the roles of individuals and companies within the construction industry. Emphasis is placed on the importance of mathematical and communication skills within the construction industry.

7121 Civil Construction Fundamentals

CIV CON FUN

Civil Construction Fundamentals covers the first half of NCCER Heavy Highway Construction Level 1. Its modules cover topics such as orientation to the trade, identification of equipment used in heavy highway construction, heavy highway construction safety, work zone safety, soils, site work, excavation math, and interpretation of civil drawings. The NCCER Heavy Highway Construction Level 1 Certificate will not be awarded until the student successfully completes both this course and Advanced Civil Construction.

7118 Advanced Civil Construction

ADV CIV CON

Advanced Civil Construction builds upon the knowledge and skills learned in the fundamentals course and covers the second half of NCCER Heavy Highway Construction Level 1. Its modules cover topics such as rigging practices, crane safety and emergency procedures, basic principles of cranes, and crane communications. The NCCER Heavy Highway Construction Level 1 Certificate and wallet card will also be awarded upon successful completion of this course.

7240 Civil Construction Capstone

CIV CSTR CAP

The Civil Construction Capstone covers topics such as earthmoving, finishing and grading, trenching and excavating, plant operations, paving, horizontal formwork, and vertical formwork. Additionally, students learn skills associated with working with concrete and bridge construction. The course prepares students for the NCCER Level 2 Certificate.

4792 Introduction to Construction

INT CONST

Introduction to Construction offers students hands-on activities and real-world experiences 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, Heating, Ventilation, and Air Conditioning (HVAC), and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. 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.

Education

Education Education Professions			
Principles	CTE Concentrator A	CTE Concentrator B	Pathway Capstone
7161- Principles of Teaching	7157-Child and Adolescent Development	7162- Teaching and Learning	7267- Education Professions Capstone

Education Early Childhood Education			
Principles	CTE Concentrator A	CTE Concentrator B	Pathway Capstone
7160- Principles of Early Childhood Education	7158- Early Childhood Education Curriculum	7159- Early Childhood Education Guidance	7259- Early Childhood Education Capstone

7161 Principles of Teaching

PRIN TEACH

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

7157 Child and Adolescent Development

CHLD ADL DEV

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

7162 Teaching and Learning

TEACH LRN

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 provide an introduction to 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.

7267 Education Professions Capstone

ED PROF CAP

The Education Professions Capstone provides an extended opportunity for field experience to further apply concepts that have been presented throughout the pathway. Students will also have the opportunity to explore the topics of the exceptional child and literacy development through children's literature. Students will gain a deeper understanding of inclusive teaching techniques along with policies, theories, and laws related to special education. Students interested in pursuing a career in Elementary Education are encouraged to also study the benefits of using children's literature in the classroom. This course may be further developed to include specific content for students interested in pursuing a career in secondary education. The course should include a significant classroom observation and assisting experience.

7160 Principles of Early Childhood Education

PRIN EAR CH ED

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

7158 Early Childhood Education Curriculum

EAR CHD ED CUR

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

7159 Early Childhood Education Guidance

EAR CHD ED GD

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

7259 Early Childhood Education Capstone

ERLY CHILD CAP

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 provided an introduction to 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 part of this course.

5415 Exploring Education Professions

EX ED

Exploring Education Professions is for students interested in a career in (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. The course will include exploration of early childhood, elementary, and secondary fields. 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 postsecondary education in all career areas related to children, child development, and nurturing of children.

FINE ARTS

Fine Arts Pathway	Required Courses	Advanced Courses	Electives
Band	Beginning Concert Band (4160)	Advanced Concert Band (4170)	Music Theory and Composition (4208)
	Intermediate Concert Band (4168)		Music History and Appreciation (4206)
			Jazz Ensemble (4164)
	Principles of Business Management (4562) or		Applied Music (4200)
	Principles of Teaching (7161) or		Piano and Electric Keyboard (4204)
	Princ of Early Childhood Education (7160)		Theatre Production (4248)
			Principles of Teaching (7161) <i>if not already taken from required courses</i>
			Princ of Early Childhood Edu (7160) <i>if not already taken from required courses</i>
			Child & Adolescent Development (7157) <i>if Princ of Teaching already taken</i>
			Early Childhood Education (7158) <i>if Prin Early Childhood already taken</i>
Choral	Beginning Concert Choir (4182)	Advanced Concert Chorus (4188)	Music Theory and Composition (4208)
	Intermediate Concert Choir (4186)		Musical Theatre (0518)
			Music History and Appreciation (4206)
	Principles of Business Management (4562) or		Applied Music (4200)
	Principles of Teaching (7161) or		Piano and Electric Keyboard (4204)
	Princ of Early Childhood Education (7160)		Theatre Production (4248)
			Principles of Teaching (7161) <i>if not already taken from required courses</i>
			Princ of Early Childhood Edu (7160) <i>if not already taken from required courses</i>
			Child & Adolescent Development (7157) <i>if Princ of Teaching already taken</i>
			Early Childhood Education (7158) <i>if Prin Early Childhood already taken</i>

Theatre Arts	Theatre Arts (4242)	Advanced Theatre Arts (4240)	Technical Theatre (4244)
			Theatre Production (4248)
	Principles of Business Management (4562) or		Music Theory and Composition (4208)
	Principles of Teaching (7161) or		Music History and Appreciation (4206)
	Princ of Early Childhood Education (7160)		Musical Theatre (0518)
			Principles of Teaching (7161) <i>if not already taken from required courses</i>
			Princ of Early Childhood Edu (7160) <i>if not already taken from required courses</i>
			Child & Adolescent Development (7157) <i>if Princ of Teaching already taken</i>
			Early Childhood Education (7158) <i>if Prin Early Childhood already taken</i>
Visual Arts	Introduction to 2D Art (4000) or	Advanced 2D (4004) or	Drawing (4060)
	Introduction to 3D Art (4002)	Advanced 3D Art (4006)	Sculpture (4044)
			Painting (4064)
			Ceramics (4040)
	Principles of Business Management (4562) or		Art History (4024)
	Principles of Teaching (7161) or		Photography 4062
	Princ of Early Childhood Education (7160)		Advanced 2D Art (4004)
			Advanced 3D Art (4006)
			Principles of Teaching (7161) <i>if not already taken from required courses</i>
			Princ of Early Childhood Edu (7160) <i>if not already taken from required courses</i>
			Child & Adolescent Development (7157) <i>if Princ of Teaching already taken</i>
			Early Childhood Education (7158) <i>if Prin Early Childhood already taken</i>

*Students will maintain an eportfolio of work, projects, performances, and experiences. The portfolio will be submitted at the end of the advanced coursework for review. Additional materials may be added from electives

**Students will complete the Employability Skills Form to document employability skills from projects, internships, and experiences.

MUSIC COURSE TITLES

4160 Beginning Concert Band (L) (A)

BEG BAND

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

4168 Intermediate Concert Band (L)

INT BAND

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

4170 Advanced Concert Band (L)

ADV BAND

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

4208 Music Theory and Composition (L)

MUS THEORY

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. Students develop ear training and dictation skills, 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 nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

4206 Music History and Appreciation (A)

MUS HIST

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

4164 Jazz Ensemble (L)

JAZZ ENS

Jazz Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.

4200 Applied Music (L)

APP MUS

Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.

4204 Piano and Electronic Keyboard (L)

PIANO KEY

Piano and Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

4182 Beginning Chorus (L) (A)

BEG CHOR

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

4186 Intermediate Chorus (L)

INT CHOR

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

4188 Advanced Chorus (L)

ADV CHOR

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

THEATRE ARTS COURSE TITLES

4242 Theater Arts (L) (A)

THTR ARTS

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

4240 Advanced Theater Arts (L)

ADV THTR

Advanced Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Theatre Arts read and analyze plays and apply criteria to make informed judgments. They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation, and script analysis. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work. They also attend and critique theatre productions and identify ways to support the theatre in their community.

4248 Theater Production (L) (A)

THTR PROD

Theatre Production is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Production take on responsibilities associated with rehearsing and presenting a fully-mounted theatre production. They read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound, and costumes; rehearse and perform roles in a production; and direct or serve as assistant director

for a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate a theatre arts career then develop a plan for potential employment or further education through audition, interview, or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

4244 Technical Theater (L)

TECH THTR

Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. 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.

0518 Musical Theater (A)

MUS THTR

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.

VISUAL ARTS COURSE TITLES

4000 Introduction to Two-Dimensional Art (L) (A)

2D ART

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

4002 Introduction to Three-Dimensional Art (L) (A)

3D ART

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

4004 Advanced Two-Dimensional Art (L)

ADV 2D ART

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

4006 Advanced Three-Dimensional Art (L)

ADV 3D ART

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.

4060 Drawing (L) (A)

DRAWING

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

4044 Sculpture (L) (A)

SCULPT

Sculpture is a course based on the Indiana Academic Standards for Visual Art. Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. 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) (A)

PAINTING

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

4040 Ceramics (L) (A)

CERAMICS

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.

4024 Art History (A)

ART HIST

Art History is a course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and 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.

4062 Photography (L) (A)

PHOTOGRPH

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

1086 Student Media (A)

STDNT MEDIA

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

HEALTH AND PHYSICAL EDUCATION

3506 Health and Wellness Education (A)

HLTH & WELL

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

3542 Physical Education I (L) (A)

PHYS ED I

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

3544 Physical Education II (L) (A)

PHYS ED II

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

3560 Elective Physical Education (L) (A)

ELECT PE

Elective Physical Education, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an

opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity). See 511 IAC 7-27-9, 7-27-11.

HEALTH SCIENCES

Health & Human Services Pre-Nursing / Healthcare Specialist: Certified Nursing Aide (CNA) Certified Clinical Medical Assistant (CCMA)			
Principles	CTE Concentrator A	CTE Concentrator B	Pathway Capstone
7168- Principles of Healthcare	5274- Healthcare Fundamentals	7166- Healthcare Specialist: CNA or 7164- Certified Clinical Medical Assistant (CCMA)	7255- Healthcare Specialist Capstone

7168 Principles of Healthcare

PRIN HLCR

Principles of Healthcare content examines 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 Healthcare Fundamentals

HEALTH FUND

Healthcare Fundamentals 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. Introduces cells, tissues, and human anatomy highlighting essential physiological principles through a systemic approach. Additionally, the course provides a general overview of basic concepts and terminology used in anatomy and physiology as applicable to health sciences and healthcare occupations. 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, abbreviations, signs, and symbols.

7166 Healthcare Specialist: CNA

HC SPEC 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 (CNA) training and for health care workers in long-term care facilities.

7164 Certified Clinical Medical Assistant (CCMA)

CERT CL MED AST

The Certified Clinical Medical Assistant (CCMA) course will prepare students for the National Healthcare Association CCMA exam. Instruction includes taking and recording vital signs, preparing patients for

examination, patient education, and assisting the physician during the exam. The collecting and preparation of laboratory specimens and basic laboratory testing will be covered. The course prepares students for the administration of medication, venipuncture, ECG, and wound care and provides a basic understanding of the clinical and administrative duties and responsibilities pertinent to medical offices. Instruction in medical correspondence and records, case histories of patients, filing, telephone procedures, appointment scheduling, receptionist duties, and processing mail is also included. Written, verbal, and nonverbal communications according to patient needs are covered as well as documentation and associated legal and ethical boundaries.

7255 Healthcare Specialist Capstone HC SPEC CAP

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

5272 Introduction to Health Science Careers INTRO HS CAREERS

Introduction to Health Science Careers is an exploratory course designed to provide students with an opportunity to investigate all aspects of the health science industry. Students will receive an introduction to healthcare systems and examine a variety of pathways in health science, and reflect on their own knowledge, skills, and interests, to begin to narrow the areas within health science they want to continue exploring, in preparation for further study in a health science principles course.

Hospitality, Events & Tourism

Hospitality, Events and Tourism Culinary Arts- Baking and Pastry			
Principles	CTE Concentrator A	CTE Concentrator B	Pathway Capstone
7173- Principles of Culinary and Hospitality	7171- Nutrition	7169- Culinary Arts	7233- Culinary Capstone

7173 Principles of Culinary and Hospitality

PRIN HOSP

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

7171 Nutrition

NUTR

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

7169 Culinary Arts

CUL ARTS

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

7233 Culinary Capstone

CUL ARTS CAP

This course covers the techniques and skills needed in breakfast cookery as well as insight into the pantry department. Various methods of preparation of eggs, pancakes, waffles and cereals will be discussed. Students will receive instruction in salad preparation, salad dressing, hot and cold sandwich preparation, garnishes and appetizers. This course also covers the necessary skills for proper recruiting, staffing, training, and management of employees at various levels. The course will help prepare the student for the transition from employee to supervisor. Additionally, it will help the student evaluate styles of leadership and develop skills in human relations and personnel management.

5438 Introduction to Hospitality, Events, & Tourism

INTRO HOSP

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

Information Technology

4565 Computing Foundations for a Digital Age

COMPFOUND

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

LANGUAGE ARTS

1002 English 9 (A)

ENG 9

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

1004 English 10 (A)

ENG 10

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

1006 English 11 (A)

ENG 11

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

1008 English 12 (A)

ENG 12

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

1098 Advanced Composition

ADV COMP

IU Course W131

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

1052 World Literature (A)

WORLD LIT

IU Courses L111 & L202

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

1124 Advanced English/Language Arts, College Credit

ADV ENG CC

IU Course S121)

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

INT COMM

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.

MATHEMATICS

2520 Algebra I (A)

ALG I

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

2522 Algebra II (A)

ALG II

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Indiana Academic Standards for Algebra II consist of six domains: Arithmetic and Structure of Expressions, Equations, and Functions; Function Families; Modeling with Functions and Data; Modeling with Advanced Algebra; Modeling with Data and Statistics; and Modeling with Quantities. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

2532 Geometry (A)

GEOM

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Indiana Academic Standards for Geometry consist of five domains: Geometry Foundations, Triangles, Quadrilaterals and Other Polygons, Circles, and Transformations & Three-Dimensional Solids. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

4512 Business Math

BUS MATH

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.

2527 Calculus

CALC

Calculus expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals. Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. 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.

2564 Pre-Calculus: Algebra

PRECAL AL

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

2566 Pre-Calculus: Trigonometry

PRECAL TRIG

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

2550 Quantitative Reasoning (A)

QUANT REAS

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 in real-world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. 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.

MULTIDISCIPLINARY

0500 Basic Skills Development (A)

BAS SKLS

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.

0522 Career Information and Exploration (A)

CARR INFO

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.

0530 Career Exploration Internship (A)

CARR EXP

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

5974 WBL Capstone

WBL CAPS

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

6162 Cooperative Education

COOP EDU

Cooperative Education is an approach to employment training that spans all career and technical education program areas through school-based instruction and on the job training. The course combines time spent on workplace activities and time spent doing school-based instruction, focused on employability skills development. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed.

5394 Preparing for College and Careers (PCC)

PREP CC

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

RADIO TELEVISION

Arts, Entertainment, & Design Radio and Television			
Principles	CTE Concentrator A	CTE Concentrator B	Pathway Capstone
7139- Principles of Broadcasting	7306- Audio and Video Production Essentials	7307- Mass Media Production	7308- Radio and TV Broadcasting Capstone

7139 Principles of Broadcasting

PRIN BROAD

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

7306 Audio and Video Production Essentials

AUD VID PROD

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

7307 Mass Media Production

MASS MED PROD

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

7308 Radio & TV Broadcasting Capstone

RAD TV BROAD CAP

This course will cover a variety of domains further building on skills in video production, and broadcast industry practices specific to radio, television, and digital media. Attention will be given to cross-industry synergies, emerging technologies, and the global market for media. Students are highly encouraged to do a video newscast or radio practicum to gain real world experience. In most cases this practicum may be completed through a school-based enterprise.

RESPONSE TO INSTRUCTION

1120 Developmental Reading (A)

DEV READING

Developmental Reading is a supplemental course that provides students with individualized instruction designed to support success in completing coursework 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 classwork will address all of the Indiana Academic Standards.

1010 Language Arts Lab (A)

LANG LAB

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing coursework aligned with the Indiana Academic Standards for English/Language Arts focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

2516 Algebra I Lab (A)

ALG I LAB

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

2560 Mathematics Lab (A)

MATH LAB

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 graduation-qualifying 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.

SCIENCE

Health & Human Services Biomedical Sciences and Technology			
Principles	CTE Concentrator A	CTE Concentrator B	Pathway Capstone
5218- Principles of Biomedical Sciences	5216- Human Body Systems	5217- Medical Interventions	5219- Biomedical Innovations

3024 Biology I (L) (A)

BIO I

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

3090 Advanced Science, College Credit (L)

ADV SCI CC

IU Course L100

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

3064 Chemistry I (L) (A)

CHEM I

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

3044 Earth and Space Science I (L) (A)

EAS SCI I

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

3108 Integrated Chemistry-Physics (L) (A)

ICP

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

3080 AP Physics 1: Algebra-Based (L)

PHYS 1 AP

AP Physics 1 is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 1: Algebra-based is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion. This course requires that 25 percent of instructional time be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

5218 Principles of Biomedical Sciences

PRIN BIOMED

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

5216 Human Body Systems

HUMAN SYST

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

MED INTERV

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

5219 Biomedical Innovations

BIO INN

Biomedical Innovations 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.

SOCIAL STUDIES

1532 Psychology (A)

PSYCH

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas: History and Scientific Method, Biological Basis for Behavior, Development, Cognition, Personality and Assessment, Abnormal Psychology, Socio-Cultural Dimensions of Behavior, and Psychological Thinking.

1534 Sociology (A)

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.

1548 World History and Civilization (A)

WLD HST/CVL

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

1542 United States History (A)

US HIST

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

1514 Economics (A)**ECON**

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

1540 United States Government (A)**US GOVT**

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

1512 Current Problems, Issues, and Events (A)**CPIE**

Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

1518 Indiana Studies (A)**IN STUDIES**

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

SCIENCE, TECHNOLOGY, ENGINEERING, MATH

Advanced Manufacturing Engineering			
Principles	CTE Concentrator A	CTE Concentrator B	Pathway Capstone
4802 - Introduction to Engineering Design	5644 - Principles of Engineering	5650 - Civil Engineering and Architecture	5698 - Engineering Design and Development

4802 Introduction to Engineering Design

INT ENG DES

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

5644 Principles of Engineering

PRNC ENG

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

5650 Civil Engineering and Architecture

CIVIL ENG

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

5698 Engineering Design and Development

ENG DES DEV

Engineering Design and Development (EDD) 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 individual(s) communicates their solution to a panel of stakeholders at the conclusion of the course. As a capstone course in the Engineering Pathway, EDD engages students in critical thinking, problem-solving, time management, and teamwork skills. NOTE: This course aligns with the PLTW Engineering Design and Development curriculum. Use of the PLTW curriculum may require additional training and membership in the PLTW network.

7199 Engineering Essentials

ENG ESS

Engineering Essentials is designed as a first-exposure experience to inspire students of all backgrounds to explore the breadth of engineering-related career opportunities. Throughout the course, students explore global engineering challenges and sustainability goals, the impact of engineering, and the variety of career paths available to them. Students will understand the various disciplines within the engineering field, approach and solve problems in different ways, use a variety of industry tools, and build an engineering mindset. NOTE: This course aligns with the PLTW Engineering Essentials curriculum. Use of the PLTW curriculum may require additional training and membership in the PLTW network.

SUPPLY CHAIN & TRANSPORTATION

Supply Chain & Transportation Commercial Driver's License (Concentrator Sequence)			
Principles	CTE Concentrator A	CTE Concentrator B	Pathway Capstone
7386 - Principles of Transportation and Logistics	7387 - Commercial Drivers Operations	7388 - Advanced Commercial Driver Operations	

Supply Chain & Transportation Supply Chain and Logistics			
Principles	CTE Concentrator A	CTE Concentrator B	Pathway Capstone
4562- Principles of Business Mgmt	7155- Logistics Management	7142- Supply Chain Management	7258- Supply Chain Management Capstone

7386 Principles of Transportation and Logistics

PRIN TRANS LOG

Principles of Transportation and Logistics examines the structure and importance of the commercial transportation industry in the logistics sector of business. Topics covered include an in-depth examination of the various modes of transportation including discussions of regulations, economics, characteristics, and development in major transportation modes. Also discussed are costing and pricing issues in transportation and relationship management between buyers and sellers of transportation. Additionally, this course introduces students to an overview of the CDL licensure and prepares them to get their CDL permit.

Note: Students are required to get a Department of Transportation Physical and Drug Screen.

7387 Commercial Drivers Operation Fundamentals

CDL OPER FUND

Commercial Drivers Operation Fundamentals introduces students to an orientation of the CDL industry, the Commercial Driver's License (CDL), driver qualifications, and the commercial vehicle. The vehicle control systems are reviewed and discussed. The vehicle systems including engine, suspension, electrical, and many others are reviewed in detail. The vehicle inspection is practiced and applied. Range and on the road training in a tractor trailer are major components of this course. Students will discuss driving in a variety of conditions including at night, emergency situations, skidding, and extreme weather. Students will practice many different driving maneuvers including backing, turning, shifting, coupling, and space and speed management in order to prepare for the CDL A exam.

Note: This course must be taken concurrently with Advanced Commercial Drivers Operations.

7388 Advanced Commercial Drivers Operations

ADV CDL FUND

In Advanced Commercial Drivers Operations, students will continue to practice until mastery of the pre-trip inspection, which is a critical component of passing the CDL A exam. Administrative and professional components of being a professional driver are discussed and explained including hours of service, accident reporting, personal health, communication, and Compliance, Safety, and Accountability (CAS). Note: This course must be taken concurrently with Commercial Drivers Operations Fundamentals. Upon successful completion of

Commercial Drivers Operation Fundamentals and Advanced Commercial Drivers Operations the student will be eligible to take the CDL A examination.

4562 Principles of Business Management

PRIN BUS

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

7155 Logistics and Management

LOG MGMT

Logistics Management provides students the opportunity to explore how essential managerial functions relate to the various components of a logistics operation. Logistics concepts are approached from a manufacturing perspective with a focus on system integration and automation and lean manufacturing operations. Topics will include logistics systems, supply chain management, order, demand inventory and warehouse management, and automated components of a logistics system. Students will be prepared for the MSSC Certified Logistics Associate (CLA) and MSSC Certified Logistics Technician (CLT) certifications.

7142 Supply Chain Management

SUP CH MGMT

Supply Chain Management will build upon the knowledge and skills developed in the Logistics Management course by focusing on specific aspects of Supply Chain Management such as supply chain strategy, planning and design, customer service, purchasing, forecasting, inventory and warehouse management, as well as an in-depth study of transportation systems. Students will examine various modes of transportation and their associated characteristics, economics, and regulations.

7258 Supply Chain Management Capstone

SUP CH MGMT CAP

Supply Chain Management Capstone course will build upon the knowledge and skills learned in previous courses by taking a deeper dive into Procurement, Operations Management, Lean Manufacturing Systems.

4518 Introduction to Business

INTO BUSS

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

WORLD LANGUAGE

2120 Spanish I SPAN I

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

2122 Spanish II SPAN II

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

2124 Spanish III SPAN III

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

2126 Spanish IV

SPAN IV

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

2128 Spanish V

SPAN V

Spanish V, a course based on Indiana's Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Spanish-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Spanish-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Spanish speakers.

Logansport Career Center

Rochester students may take the following program. Please see link for more information regarding the following courses:

<https://ccc.lsc.k12.in.us/o/century-career-center/page/career-pathways-2>

CAREER PATHWAYS

<u>Auto Collision Repair Pathway</u> ● Principles of Collision Repair ● Automotive Body Repair ● Plastic Body Repair and Paint Fundamentals ● Collision Repair Capstone	<u>Auto Services Repair Pathway</u> ● Principles of Automotive Service ● Brake Systems ● Steering and Suspensions ● Automotive Service Capstone	<u>Computer Science Pathway</u> ● Principles of Computing ● Topics in Computer Science ● Information Technology Fundamentals
<u>Construction Trades Pathway</u> ● Principles of Construction ● Construction: General Carpentry ● Construction: Framing/Finishing ● Construction Capstone	<u>Criminal Justice Pathway</u> ● Principles of Criminal Justice ● Law Enforcement Fundamentals ● Corrections and Cultural Awareness ● Criminal Justice Capstone	<u>Fire and Rescue Pathway</u> ● Principles of Fire and Rescue ● Fire Fighting Fundamentals ● Exploring Public Safety- Fire and Rescue
<u>Health Sciences Pathway</u> ● Principles of Healthcare ● Healthcare Fundamentals ● Anatomy and Physiology ● Certified Nursing Assistant ● Certified Clinical Medical Assistant	<u>Welding Technology Pathway</u> ● Principles of Welding ● Shielded Metal Arc Welding ● Gas Welding Processes ● Welding Technology Capstone	

North Central Area Vocational Cooperative

We also partner with the North Central Area Vocational Cooperative (NCAVC) and offer additional classes.
<https://www.northcentralcte.org/>

Below are some of the classes available:

**Aviation
Cosmetology
Dentistry
Veterinary Technician**