2027-2028

MICHIGAN CITY HIGH SCHOOL

Course Guide

Michigan City High School Vision and Mission



VISION

Excellence for Everyone!

MISSION

Michigan City High School, a diverse learning community committed to excellence, will ensure our graduates are responsible and productive participants in an evolving global society by focusing on:

- Rigorous and engaged learning
- A safe and supportive environment
- A curricular foundation preparing students to be college and career ready
- A highly effective staff
- A community business and family participation and ownership

Contact Information

Michigan City High School
8466 West Pahs Road, Michigan City, IN 46360 | 219-873-2044 | educatemc.net/mchs

Michigan City High School Counseling Office
219-873-2044 ext. 4306

La Porte County Career & Technical Education
A.K. Smith Career Center (North) | 817 Lafayette Street, Michigan City, IN 46360 | 219-873-2120
Dr. Barbara Eason-Watkins Career Center (South) | 1001 US-20, Michigan City, IN 46360 | 219-873-2120

Michigan City Area Schools Administration
408 South Carroll Avenue, Michigan City, IN 46360 |219-873-2000 | educatemc.net
Superintendent: Dr. Wendel McCollum
Associate Superintendent: Cathy Bildhauser
Assistant Superintendent: Kristi Davis

Michigan City Area Schools Board of Trustees
Jacqueline Allison
Marty Corley
Thomas Dombkowski
Vera Gaston
Michael Gresham
Jenilee Haynes-Peterson
James Stewart

Table of Contents

Michigan City High School Vision and Mission **1**
Contact Information 1
Table of Contents **2**
Academic & Career Planning **4**
Indiana Readiness Seals **6**
Michigan City High School Course Offerings for Graduation **8**
Indiana Alternate Diploma **11**
Indiana Certificate of Completion **12**
Curricular Key **13**
Advanced Placement **14**
Weighted Courses **15**
Honors & Advanced Placement Courses **15**
Dual Credit **16**
Dual Credit Offerings at Michigan City High School 16
DC Offerings at A.K. Smith Career Center (North Campus) 17
DC Offerings at Dr. Barbara Eason-Watkins Career Center (South Campus) 17
Indiana College Core **18**
Indiana College Core Course Offerings 19
Graduation Pathways **20**
Computer Science & Information Technology 21
Engineering (PLTW) 22
Biomedical (PLTW) 23
Business Administration & Finance 24
Marketing, Sales, & Entrepreneurship 25
Graphic Design 26
Family & Consumer Science 27
Fine Arts 28
CTE (A.K. Smith Career Center - North Campus) 32
CTE (Dr. Barbara Eason-Watkins Career Center - South Campus) 33
English 35
Mathematics 36
Science, Technology, & Engineering 37
Social Studies 38
Physical Education & Health 39
Special Education / Academic Support 40
World Languages 42
Multidisciplinary 43
Course Descriptions **44**
Business Technology Education Course Descriptions **45**
Career & Technical Education Course Descriptions **52**
Engineering & Technology Education Course Descriptions **69**

English Course Descriptions **72**
Family & Consumer Science (FACS) Course Descriptions **78**
Fine Arts Course Descriptions **81**
Visual Art Courses: 81
Music Courses: General 84
Music Courses: Instrumental 86
Music Courses: Vocal 88
Health & Physical Education Course Descriptions **90**
Junior R.O.T.C. Course Descriptions **96**
Mathematics Course Descriptions **93**
Multidisciplinary Course Descriptions **101**
Science Course Descriptions **104**
Social Studies Course Descriptions **109**
Special Education Course Descriptions **115**
World Languages Course Descriptions **123**

Michigan City Area Schools does not discriminate on the basis of the Protected Classes of race, color, national origin, sex (including transgender status, sexual orientation, and gender identity), disability, age, religion, military status, ancestry, or genetic information, which are classes protected by Federal and/or State law (collectively, "Protected Classes"). This includes the Corporation's employment opportunities, programs, and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's employment opportunities, programs, and activities, affecting the Corporation's environment. For further information, clarification, or complaint, please contact the MCAS Title IX Coordinator, 408 S. Carroll Avenue, Michigan City, Indiana 46360 at (219) 873-2000, s.clark@mcas.k12.in.us for Title IX (gender equity related issues); or MCAS Section 504 Coordinator, 408 S. Carroll Avenue, Michigan City, Indiana 46360 at (219) 873-2000, k.davis@mcas.k12.in.us for Section 504 (non-discrimination/ disability issues and Americans with Disabilities). Any other information concerning the above policies may be obtained by contacting the Administration Office, 408 S. Carroll Ave., Michigan City, Indiana 46360, at (219) 873-2000.

Academic & Career Planning

At Michigan City High School, academic and career planning is a continuous process that begins before high school and grows throughout grades 9-12. The goal is to help every student connect their interests and talents to a career path while ensuring they meet all graduation requirements. Counselors meet with students regularly to review progress, update career goals, and ensure each student's 4 year plan reflects both immediate needs and future aspirations.

What Are Career Paths and Clusters?

Career paths are broad groups of occupations that share similar skills and education. Career clusters further organize these paths into areas such as Health Science, Information Technology, Business, Arts, or Skilled Trades. Choosing a path gives students focus for their coursework and activities while keeping flexibility to explore and change directions as they learn more about themselves.

Benefits of Career Planning

Career planning helps students to:

- Explore their interests, abilities, and talents.
- Select high school courses that align with future goals.
- Connect academic choices with internships, activities, or work-based learning opportunities.
- Prepare for technical training, college, or direct entry into the workforce.
- Revise and adapt as their experiences and goals change.

Steps to Choosing a Career Path

Students are encouraged to:

1. Identify personal interests, abilities, and talents.
2. Explore career clusters, agilities, and occupations connected to those interests.
3. Consider the level of education required after high school.
4. Develop a 4 year high school plan that connects coursework and activities to goals.
5. Revise the plan regularly as interests evolve.

Career Planning Key Terms

4 year plan	A personalized roadmap that includes courses, activities, and experiences to prepare for postsecondary goals.
Next Level Program of Study (NLPS) | Local Program of Study (POS)	A sequence of courses beginning in high school and continuing into college or technical training.
Career Clusters & Pathways	A framework of 16 national career clusters and 79 pathways that organize career options.
Agile Work Profiler (AWP)	A career quiz to help identify skills and interests as they relate to the workforce.

Grade-Level Academic & Career Planning

Grade 9

- All students take the PSAT 8/9 to identify academic strengths and areas for growth.
- Counselors introduce career interest assessments and begin developing four-year academic and career plans.
- Students are encouraged to explore activities, clubs, and electives that connect with career interests.
- Counselors meet individually with students for their freshman individual student planning conference to discuss graduation requirements, graduation seals, and course options for the coming years.

Grade 10

- Students take the PSAT/NMSQT and continue refining their career plans with counselors.
- Career assessments are revisited to update interests and goals.
- Counselors review transcripts and course selections to ensure students are on track for graduation.
- Career Center field trip and application opens October 1.
- Agile Worker Profiler (AWP) is introduced to identify student agilities as it relates to career planning.
- Sophomores review their 4 year plan and prepare for junior year course selections.

Grade 11

- Counselors will provide a lesson that includes SchooLinks Career Exploration.
- Students take the PSAT/NMSQT in the fall.
- Students take the SAT (statewide test for Indiana) in the spring.
- Juniors review their 4 year plan and prepare for senior year course selections.
- Counselors discuss postsecondary options including two-year colleges, four-year universities, technical training, apprenticeship programs, and the workforce.
- Individual student planning conferences take place.

Attention Juniors: NCAA and NAIA eligibility information is available for students planning to participate in college athletics. NCAA - https://www.ncsasports.org/ NAIA - https://www.naia.org/

Grade 12

- Seniors meet with counselors for a final graduation credit check and individual senior meetings.
- Career plans are reviewed and finalized.
- Students receive support with scholarship applications, college admissions, technical school options, and employment opportunities.
- All seniors are required to submit the Free Application for Federal Student Aid (FAFSA) as part of Indiana's graduation requirements. The FAFSA opens October 1st.

Resources

- Indiana Career Explorer - state-supported career planning tool.
- College & Career Readiness Center - assistance with scholarships, applications, and postsecondary planning.
- NCAA Clearinghouse - for student-athletes pursuing college athletics.
- SchooLinks- Michigan City Area Schools career plan tool and transcript sender.
- Agilities - Agile Work Profiler (AWP) online tool to identify skills and interests.

INDIANA DEPARTMENT of EDUCATION

THE NEW INDIANA DIPLOMA: EARNING CREDITS FOR SY 2025-2026

The new Indiana diploma, effective for all students beginning with the class of 2029, 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.

		REQUIRED CREDITS	FLEXIBLE CREDITS
ENGLISH	8 CREDITS	• 2 credits: English 9 • 1 credit: Communications-focused course	• 5 additional English credits ○ Ex.: English 10-12, American Literature, World Literature, Expository Writing, etc.
MATH	7 CREDITS	• 2 credits: Algebra I • 1 credit: Personal Finance	• 4 additional math credits ○ Ex. Geometry, Algebra II, Pre-Calculus, Probability and Statistics, Business Math, etc.

SCIENCE, TECHNOLOGY, AND ENGINEERING	7 CREDITS	• 2 credits: Biology I
		• 1 credit: Computer Science
			• 2 additional science credits
			  ○ Ex. Biology II, Chemistry I, Physics I, etc.
			• 2 STEM-focused credits
			  ○ Ex. Plant and Soil Science, Principles of Engineering, Software Development, etc.

SOCIAL STUDIES	5 CREDITS	• 2 credits: U.S. History • 1 credit: U.S. Government	• 2 credits: World Perspectives ○ Ex. Geography and History of the World, AP World History, French III, etc.
PE/HEALTH	2 CREDITS	• 1 credit: Physical Education • 1 credit: Health & Wellness	
PERSONALIZED ELECTIVES	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 Career and Technical Education (CTE), Performing or Fine Arts, and World Languages.	
COLLEGE & CAREERS	1 CREDIT	• 1 credit: Preparing for College & Careers	Preparing for College and Careers can be offered in middle school to provide additional flexibility in a student's high school schedule.

A complete list of eligible courses for the 2025-2026 school year can be found here.

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

Indiana Readiness Seals

Readiness Seals

Readiness seals are meant to be flexible, so students can change their graduation plans if their interests or goals change. While earning these seals is optional, we encourage students to use the guidelines below to help them earn credits in a way that connects to their future goals. Students can earn one seal or multiple seals and should consider their plans for after high school when making their course selections. Completing any seal will fulfill the requirements for graduation pathways. For more information, visit the Indiana Department of Education website: https://www.in.gov/doe/diplomas/#Final_Diploma_Rule



ENROLLMENT

- 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

EMPLOYMENT

- 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:
  - At least 1 school year with no more than 3 days of unexcused absences; or
  - At least 150 hours of work-based learning experience with no more than 3 unexcused absences.

ENLISTMENT & SERVICE

- 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 or Civil Air Patrol 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:
  - At least 1 school year with no more than 3 days of unexcused absences
- 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



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

Michigan City High School Course Offerings for Graduation

Minimum Requirements	Eligible Courses	
English: 8 Credits		
English 9 2 Credits	❖ English 9	
Communications Focused Course 1 Credit	❖ Advanced English / Language Arts, College Credit (college courses with communications focus) ■ Advanced Speech & Communication ❖ Advanced Speech & Communication ❖ AP Seminar: English ❖ Interpersonal Relationships	❖ Journalism ❖ Linguistics ❖ Speech ❖ Student Media (Newspaper, MCHS TV, Yearbook) ❖ Visual Communication
Additional English Credits 5 Credits	❖ Advanced English / Language Arts, College Credit (college courses with communications focus) ■ Advanced Speech & Communication ❖ Advanced English / Language ArtsAP English Language & Composition ❖ AP English Literature & Composition ❖ AP Seminar	❖ English 10 ❖ English 11 ❖ English 12 ❖ English as a New Language ❖ Pre-AP English I ❖ Pre-AP English II
Mathematics: 7 Credits		
Algebra I 2 Credits	❖ Algebra I	
Personal Finance 1 Credit	❖ AP Business with Personal Finance ❖ Personal Financial Responsibility	
Additional Math Credits 4 Credits	❖ Algebra II ❖ Analytical Algebra II ❖ AP Calculus AB ❖ AP Pre-Calculus ❖ AP Statistics ❖ Business Math ❖ Finite Mathematics	❖ Geometry ❖ Pre-Calculus: Algebra ❖ Pre-Calculus: Trigonometry ❖ PRIME Math ❖ Probability & Statistics ❖ Quantitative Reasoning ❖ Technical Math

Minimum Requirements	Eligible Courses
Science, Technology & Engineering: 7 Credits	
Biology 2 Credits	❖ AP Biology (L) ❖ Biology I
Computer Science 1 Credit	❖ Computing Foundations for a Digital Age ❖ Principles of Computing Plus one of the following: ❖ Advanced Cybersecurity ❖ Computer Science ❖ Information Technology Fundamentals ❖ Networking & Cybersecurity Operations ❖ Software Development (Edmentum Course) ❖ Topics in Computer Science ❖ Website & Database Development (Edmentum Course)
Additional Science Credits 2 Credits (L) = Lab Science	❖ Advanced Science, Special Topics (L) ❖ Anatomy & Physiology ❖ AP Chemistry (L) ❖ AP Environmental Science (L) ❖ AP Physics I (Algebra-Based) (L) ❖ Biology II (L) ❖ Chemistry I (L) ❖ Chemistry II (L) ❖ Earth & Space Science (L) ❖ Environmental Science (L) ❖ Human Body Systems ❖ Integrated Chemistry & Physics (L) ❖ Medical Interventions ❖ Physics I (L)
STEM Focused Credits 2 Credits	❖ AP Cybersecurity ❖ Civil Engineering & Architecture ❖ Computer Integrated Manufacturing ❖ Computer Science ❖ Construction Trades: Electrical Capstone ❖ Digital Electronics ❖ Engineering Design & Development ❖ Healthcare Specialist: CNA ❖ Human Body Systems ❖ Medical Interventions ❖ Principles of Engineering ❖ Software Development (Edmentum Course) ❖ Topics in Computer Science ❖ Website & Database Development (Edmentum Course)

Minimum Requirements	Eligible Courses
Social Studies: 5 Credits	
U.S. History 2 Credits	❖ AP U.S. History ❖ U.S. History ❖ U.S. History DC
U.S. Government 1 Credit	❖ AP U.S. Government & Politics ❖ U.S. Government ❖ U.S. Government DC
World Perspectives 2 Credits	❖ Any World Language Level III-IV ❖ AP World History Modern ❖ Geography & History of the World ❖ World History & Civilization
Physical Education (PE) / Health: 2 Credits	
Physical Education 1 Credit	❖ Physical Education I ❖ Physical Education II ❖ Elective Physical Education ➢ Flex Credit P.E. ➢ Individual & Dual Sports ➢ Lifetime Fitness ➢ Officiating Class ➢ Performance Strength Training ➢ Strength Training ➢ Team Sports
Health & Wellness 1 Credit	❖ Health & Wellness Education
College & Careers: 1 Credit	
College & Careers 1 Credit	Preparing for College & Careers (PCC)
Personalized Electives: 12 Credits	
Personalized Electives 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 career and technical education (CTE), performing or fine arts, and world languages.
Total Credits to Graduate: 42	

Indiana Alternate Diploma

The alternate diploma applies only to a student with the most significant cognitive disability for whom a case conference committee has determined that the Alternate Diploma is appropriate as indicated in the student's Individualized Education Program (IEP).

Minimum total 40 high school credits/applied units, or a combination of both: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned, and special education courses in which non-credit applied units are earned.	
Transition Goals	**At least one (1) of the following activities aligned with the student's transition goals:** A. Complete an industry-recognized certification, one year certificate, or state approved alternative. B. Complete a project or work-based learning experience, as determined by the case conference committee. C. Earn a work ethic certificate. D. Participate in part-time employment or other work related activities, as determined by the case conference committee.
English/Language Arts	**8 credits/applied units** Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	**4 credits/applied units** Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. *Students must take a math or applied math course each year in high school.*
Science	**4 credits/applied units** Including a balance of physical science, Earth science, life, science, engineering and technology.
Social Studies	**4 credits/applied units** Including a balance of U.S. history, U.S. government, geography, and economics.
Physical Education *Adapted as necessary*	**2 credits/applied units**
Health & Wellness	**1 credit/applied unit**
Employability	**10 credits/applied units** A. Job exploration; B. Work- or project-based learning experiences; C. Employability skills related to mindsets, self-management, learning strategies, social skills, and workplace skills; D. Introduction to postsecondary options, including an investigation into opportunities for enrollment in postsecondary programs, workplace readiness training programs to develop employability/independent living skills; and E. Instructional programs designed to teach self-advocacy.
Indiana Alternate Diploma Transition Portfolio	
Develop a transition portfolio that demonstrates the work experience, credentials, or work certificates the student completed during high school.	

Indiana Certificate of Completion

The course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individualized Education Plan (IEP). This is not a diploma.

Minimum total 40 high school credits/applied units, or a combination of both: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned, and special education courses in which non-credit applied units are earned.	
English/Language Arts	**8 credits/applied units** Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	**4 credits/applied units** Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Students must take a math or applied math course each year in high school.
Science	**4 credits/applied units** Including a balance of physical, earth/nature, life, engineering and technology
Social Studies	**4 credits/applied units** Including a balance of history, civics and government, geography, economics
Physical Education	**2 credits/applied units**
Health & Wellness	**1 credit/applied unit**
Employability 10 credits/applied units	Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, introduction to post-secondary options
	Investigation into opportunities for enrollment in postsecondary programs, workplace readiness training to develop employability and independent living skills and instruction in self-advocacy
Electives	**7 credits/applied units**

Certificate of Completion Transition Portfolio

Students earning a certificate of completion fulfill at least one of the following (aligned with transition goals):

1. Career Credential: Complete an industry-recognized certification, one-year certificate or state-approved alternative
2. Career Experience: Complete project- or work-based learning experience or part time employment
3. Work Ethic Certificate: Earn a Work Ethic Certificate (criteria to be locally determined)
4. Other Work Related Activities: As determined by the case conference committee

Assumptions:

1. High Expectations for all students is a shared responsibility.
2. General Education courses are accessed whenever appropriate to fulfill the Certificate of Completion course of study.
3. Students' IEP goals are aligned with grade level standards/content connectors that drive curriculum and instruction.
4. Communication skills, reading skills, and problem solving skills are integrated into all courses.
5. Courses can be repeated with new goals if appropriate; more than four years may be needed for completion.
6. All courses are driven by the Transition IEP and individual goals of each student.

Curricular Key

Color Coding

Each grade level is associated with a color below

9	10	11	12

Course Symbol Key

Symbol Key	
AP	**Advanced Placement (AP):** College-level courses designed by the College Board. Students can take the AP Exam in May to potentially earn college credit.
CTE	**CTE Dual Credit (CTE):** Career & Technical Education courses are aligned with Indiana colleges. Students may earn industry-recognized credentials and college credit in technical fields.
DC	**Dual Credit (DC):** This course offers college credit through a partner institution. Students can earn both high school and college credit at the same time.
H	**Honors (H):** Honors courses are more challenging than regular courses, preparing students for AP, Dual Credit, and advanced coursework. They also carry weighted grades.
ICC	**Indiana College Core (ICC):** A set of general education courses that count toward the Indiana College Core certificate. Completing ICC ensures the first year of college requirements are fulfilled at Indiana public colleges and universities.
WG	**Weighted Grade (WG):** This course is considered more rigorous. Grades are given extra weight when calculating GPA.

Advanced Placement

Advanced Placement Course

The Advanced Placement (AP) program offers high school students the opportunity to take college-level courses while still in high school. Students should begin planning for AP as early as Freshman year, so they can take courses to prepare for AP work as Juniors and Seniors.

At the end of an AP course, you will have the option to take the AP Exam prepared by the College Board. If you score well, colleges may give you credit for the course(s). There is a fee for the exam. A reduced fee is available for students who qualify. While the state often pays for science and math exams, the state DOES NOT pay for any other content area exams. If you choose to drop the course at the semester, you will be required to pay the $40 fee to return the exam to the College Board.

Before enrolling in an AP Course, students should consider:

- Are you working toward earning one of the Enrollment Honor Seals?
- Do you have an A/B average in the core area?
- Do you have a strong background in the necessary skills:
  - Reading
  - Writing
  - Math
- Are you willing to do summer work that may be required?
- Do you have the time, patience, or desire for the work that will be required?
- Is this an area of great interest to you?
- Would your teacher recommend you?

Advanced Placement Courses Offered at Michigan City High School

English

AP English Language & Composition
AP English Literature & Composition
AP Seminar
AP Seminar - English
AP Research

Career & Technical Education

AP Business with Personal Finance
AP Cybersecurity

Math

AP Pre-Calculus
AP Calculus AB
AP Statistics

Music

AP Music Theory

Science

AP Biology
AP Chemistry
AP Environmental Science
AP Physics I (Algebra-Based)

Social Studies

AP Human Geography
AP Microecconomics
AP Psychology
AP U.S. Government & Politics
AP U.S. History
AP World History Modern

Weighted Courses

Michigan City High School “weighs” the grades of all honors, dual credit, and advanced placement classes. This is in response to the additional rigor, challenges, and demands associated with taking courses beyond high school level.



Grade	Percent	Points	Honors	AP/Dual Credit
A	90-100	4	4.5	5
B	80-89	3	3.5	4
C	70-79	2	2.5	3
D	60-69	1	1.5	2
F	59 Below	0	0	0

Honors & Advanced Placement Courses

English
AP English Language & Composition
AP English Literature & Composition
AP Seminar: English
AP Research
Pre-AP English I
Pre-AP English II

Science
Anatomy & Physiology
AP Biology
AP Chemistry
Chemistry II
AP Environmental Science
AP Physics I (Algebra-Based)
Biology I AH
Chemistry I AH
Principles of Biomedical Science
Human Body Systems
Medical Interventions

Math
Algebra I AH
Algebra II AH
AP Pre-Calculus
AP Calculus AB
AP Statistics
Geometry AH

Social Studies
AP Human Geography
AP Microeconomics
AP Psychology
AP United States Government & Politics
AP United States History
AP World History Modern
Geography & History of the World AH

Music
AP Music Theory



Dual Credit

Staffing & Certification

Dual credit programs are typically offered through partnerships between high schools and colleges. These partnerships require that both institutions have the necessary staffing and certification to offer the dual credit courses. It is important to check with your high school counselor or the college offering the dual credit program to get the most up-to-date information on course availability and eligibility requirements.



What is Dual Credit?

Dual Credit is the term given to courses in which high school students have the opportunity to earn both high school and college credits. These dual credit courses are taught by high school teachers using the high school text and university curriculum during the regular high school classes.

An agreement is made between secondary and post-secondary schools establishing dual credit partnerships for each course involved. Because the college or university partner is awarding college credit, the agreement requires the high school and student to meet each college's eligibility standards.

Dual Credit Tuition

School	**Tuition** (per credit hour)	**Total Cost** 15 credits / 30 credits
Ivy Tech	$178	$2,577 / $5,154
Purdue Northwest (PNW)	$289	$4,336 / $7,806
Indiana University (IUSB)	$257	$4,308 / $8,615
Purdue University (West Lafayette)	$348	$4,996 / $9,992
Dual Credit at MCHS	**$0**	**Free / Free**

Dual Credit Offerings at Michigan City High School

English
Advanced Speech & Communication
Advanced English Composition
Advanced English / Language Arts
Rhetoric & Argument
Creative Writing

Math
Quantitative Reasoning
Finite Math
Pre-Calculus: Algebra
Pre-Calculus: Trigonometry
AP Calculus

Science
Biology II
Chemistry II

Social Studies
U.S. History
U.S. Government

World Languages
French III & IV
Spanish III & IV
German III & IV
Japanese III & IV

CTE (at MCHS)
Principles of Computing
Digital Design Graphics
Graphic Design & Layout

DC

DC Offerings at A.K. Smith Career Center (North Campus)

Cosmetology
Principles of Barbering & Cosmetology
Barbering & Cosmetology Fundamentals
Advanced Cosmetology
Cosmetology Capstone

Culinary Arts
Principles of Culinary & Hospitality
Nutrition
Culinary Arts
Culinary Capstone

Energy Academy
Principles of Construction Trades
Electrical Fundamentals
Advanced Electrical

Fire Science
Principles of Fire & Rescue
Firefighting Fundamentals
Fire & Rescue Capstone / EMT

LA PORTE COUNTY **CAREER & TECHNICAL EDUCATION**
A.K. SMITH CAREER CENTER
817 Lafayette St, Michigan City, IN 46360

LA PORTE COUNTY **CAREER & TECHNICAL EDUCATION**
SOUTH CAMPUS
1001 US-20, Michigan City, IN 46360

DC Offerings at Dr. Barbara Eason-Watkins Career Center (South Campus)

Advanced Manufacturing
Principles of Advanced Manufacturing
Advanced Manufacturing Technology
Industrial Maintenance Fundamentals
Advanced Manufacturing Capstone

Automotive Services
Principles of Automotive Services
Brake Systems
Steering & Suspensions
Automotive Services Capstone

Construction Technology
Principles of Construction Trades
General Carpentry
Framing & Finishing
Construction Trades Capstone

Criminal Justice & Law
Principles of Criminal Justice
Law Enforcement Fundamentals
Corrections & Cultural Awareness

Health Sciences
Principles of Healthcare
Medical Terminology
Health Science Tech Skills Development
Healthcare Specialist: CNA
Healthcare Specialist Capstone

Welding Technology
Principles of Welding Technology
Shielded Metal Arch Welding
Gas Welding Process
Welding Technology Capstone

CTE

Indiana College Core

The Indiana College Core is a Technical Certificate (College Credential) that can be earned by taking dual credit classes with Ivy Tech and Indiana University through Michigan City High School.

The Indiana College Core consists of 30 semester hours of credit in general education classes such as Math, Science, History, English, etc., the completion of which at one public institution (Ivy Tech) means it can transfer as a block and count as satisfying the Indiana College Core equivalent at the receiving public Indiana institution.

Public Indiana institutions include IU (all sites), Purdue (all sites), Ball State, IUPUI, University of Southern Indiana, and Indiana State University.

This 30-credit hour block of courses is equal to a full year of college coursework, meaning any student who completes the Indiana College Core can complete a year of college. The Indiana College Core is also half (30 credits) of the credits needed to earn an Associate Degree in Liberal Arts or General Studies (60 credit degrees) at Ivy Tech.

Requirements to earn the Indiana College Core at MCHS are:

- 30 Credit Hours must be earned from classes offered on the Indiana College Core.
- Students must earn, at minimum, 3 credit hours in each of the 6 categories on the Indiana College Core (Written Communication, Speaking and Listening, Quantitative Reasoning, Scientific Ways of Knowing, Social and Behavioral Ways of Knowing, and Humanistic and Artistic Ways of Knowing).
- The maximum credit hours for each of the 6 categories allowed is 12 credit hours (i.e., even if a student earns 15 credit hours in the Scientific Ways of Knowing category, only 12 of those credit hours will count toward the 30 credits needed to earn the Indiana College Core).
- At minimum, 15 of the 30 credit hours needed to earn the Indiana College Core must come from Ivy Tech dual credit courses.
- Students must earn, at minimum, a 2.0 GPA in their dual credit classes that are part of the Indiana College Core.



Indiana College Core Course Offerings

Students must take at least one course from each of the six categories below (no more than 12 credits from each category) and earn a total of 30 credits from this page.

Yellow: MCHS Course		Gray: University Course			Grade Level
Quantitative Reasoning					
Finite Mathematics	MTH500/501	3 Credits	Finite Math	MATH 135	11-12
Pre-Calculus	MTH400	3 Credits	College Algebra	MATH 136	11-12
Trigonometry	MTH401	3 Credits	Trigonometry with Analytic Geometry	MATH 137	11-12
Calculus	MTH402/403	4 Credits	Calculus I	MATH 211	12
Quantitative Reasoning	MTH408/411	3 Credits	Quantitative Reasoning	MATH 123	11-12
Social & Behavioral Ways of Knowing					
U.S. History	HST302	3 Credits	Surrey of American History I	HIST 101	10-11
U.S. History	HST303	3 Credits	Surrey of American History II	HIST 102	10-11
U.S. Government	HST404	3 Credits	Intro to American Government & Politics	POLS 103	12
Humanistic & Artistic Ways of Knowing					
Creative Writing DC	ENG453	3 Credits	Creative Writing	ENGL 202	11-12
Intro to Literature DC	ENG452	3 Credits	Introduction to Literature	ENGL 206	11-12
French III (S1)	WLD202	4 Credits	French Level I	FREN 101	11-12
French III (S2)	WLD207	4 Credits	French Level II	FREN 102	11-12
French IV (S1)	WLD203	3 Credits	French Level III	FREN 201	12
French IV (S2)	WLD208	3 Credits	French Level IV	FREN 202	12
German III (S1)	WLD302	4 Credits	German Level I	GERM 101	11-12
German III (S2)	WLD307	4 Credits	German Level II	GERM 102	11-12
German IV (S1)	WLD303	3 Credits	German Level III	GERM 201	12
German IV (S2)	WLD308	3 Credits	German Level IV	GERM 202	12
Spanish III (S1)	WLD102	4 Credits	Spanish Level I	SPAN 101	11-12
Spanish III (S2)	WLD107	4 Credits	Spanish Level II	SPAN 102	11-12
Spanish IV (S1)	WLD103	3 Credits	Spanish Level III	SPAN 201	12
Spanish IV (S2)	WLD108	3 Credits	Spanish Level IV	SPAN 201	12
Scientific Ways of Knowing					
Biology II	SCI250/251	3 Credits	Humans & Biological World	BIO 100	10-12
Written Communication					
English Comp DC	ENG450	3 Credits	English Composition	ENGL 111	11-12
Rhetoric & Argument DC	ENG451	3 Credits	Rhetoric & Argument	ENGL 215	11-12
Speaking & Listening					
Advanced Speech	ENG008	3 Credits	Fundamentals of Public Speaking	COMM 101	10-12

Green Font: Ivy Tech | Black Font: Indiana University

ICC

Michigan City High School

Graduation Pathways

2027 - 2028

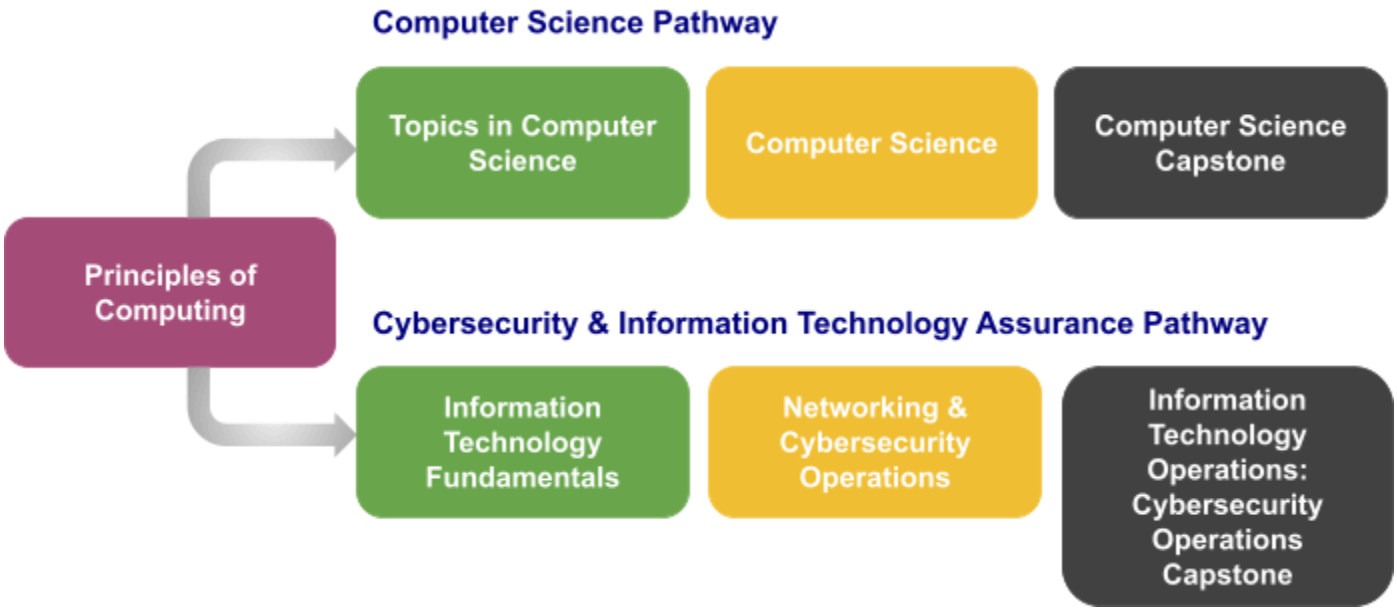


Computer Science & Information Technology

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Computer Science	**IDOE #**							
Principles of Computing	7183	Y						X
Topics in Computer Science	7351	Y					X	
Computer Science	7352	Y					X	
Computer Science Capstone	7353	Y					X	
Cybersecurity & Information Technology Assurance								
Information Technology Fundamentals	7180	Y					X	X
Networking & Cybersecurity Operations	7181	Y					X	
Information Technology Operations: Cybersecurity Operations Capstone	7249	Y					X	

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

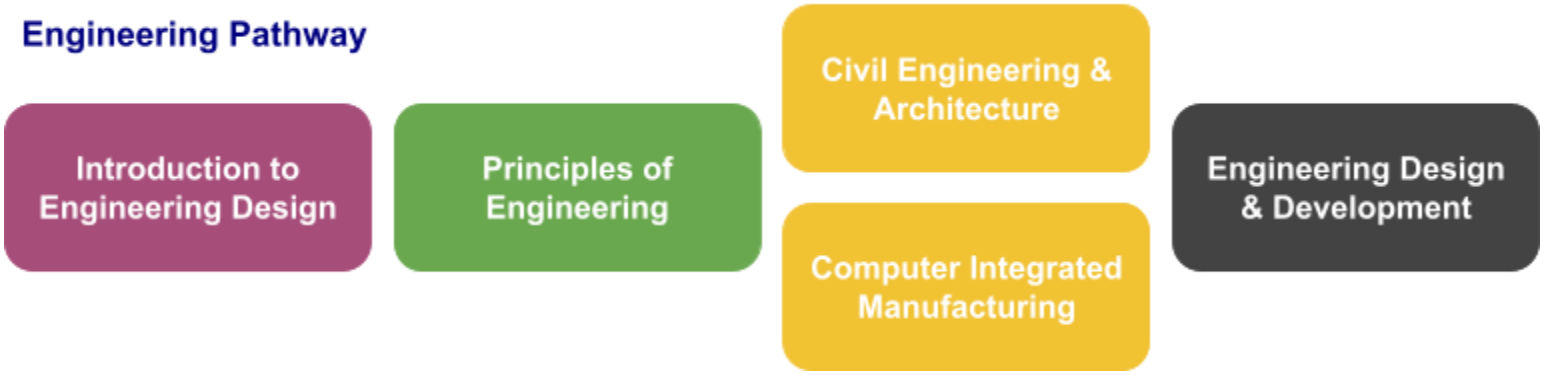
Pathway



Engineering (PLTW)

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Engineering	IDOE #							
Introduction to Engineering Design (PLTW)	4802	Y						
Principles of Engineering (PLTW)	5644	Y					X	
Civil Engineering & Architecture (PLTW)	5650	Y					X	
Computer Integrated Manufacturing	5534	Y					X	
Engineering Design & Development	5698	Y					X	

Pathway

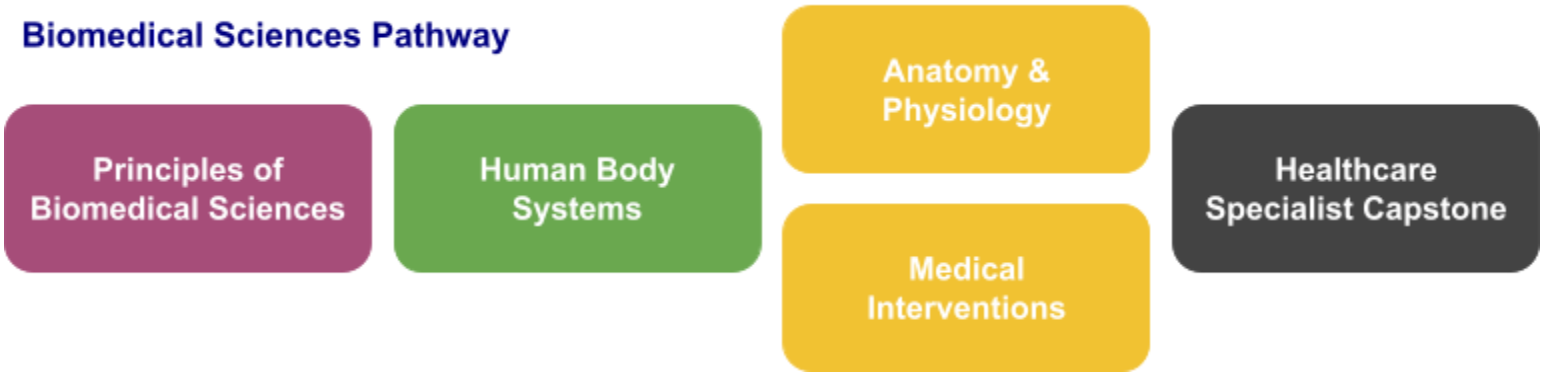


Biomedical (PLTW)

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Biomedical Sciences	**IDOE #**							
Principles of Biomedical Sciences (PLTW)	5218	Y					X	X
Human Body Systems (PLTW)	5216	Y					X	X
Anatomy & Physiology	5276	Y						
Medical Interventions (PLTW)	5217	Y					X	X
Healthcare Specialist Capstone	7255	Y					X	

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Pathway



Business Administration & Finance

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Business	**IDOE #**							
Principles of Business Management	4562	Y					X	
Finance	**IDOE #**							
Accounting Fundamentals	4524	Y					X	
Advanced Accounting	4522	Y					X	
Accounting Capstone	7252	Y					X	
Business Administration	**IDOE #**							
Management Fundamentals	7143	Y					X	
Marketing Fundamentals	5914	Y					X	
Accounting Fundamentals	4524	Y					X	
Business Administration Capstone	7256	Y					X	

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Pathway

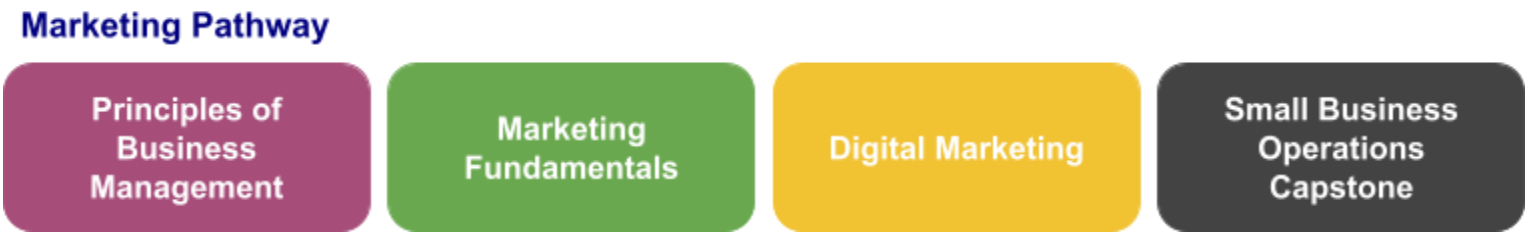


Marketing, Sales, & Entrepreneurship

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Marketing	IDOE #							
Principles of Business Management	4562	Y					X	
Marketing Fundamentals	5914	Y					X	
Digital Marketing	7145	Y					X	
Small Business Operations Capstone	7201	Y					X	

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Pathway

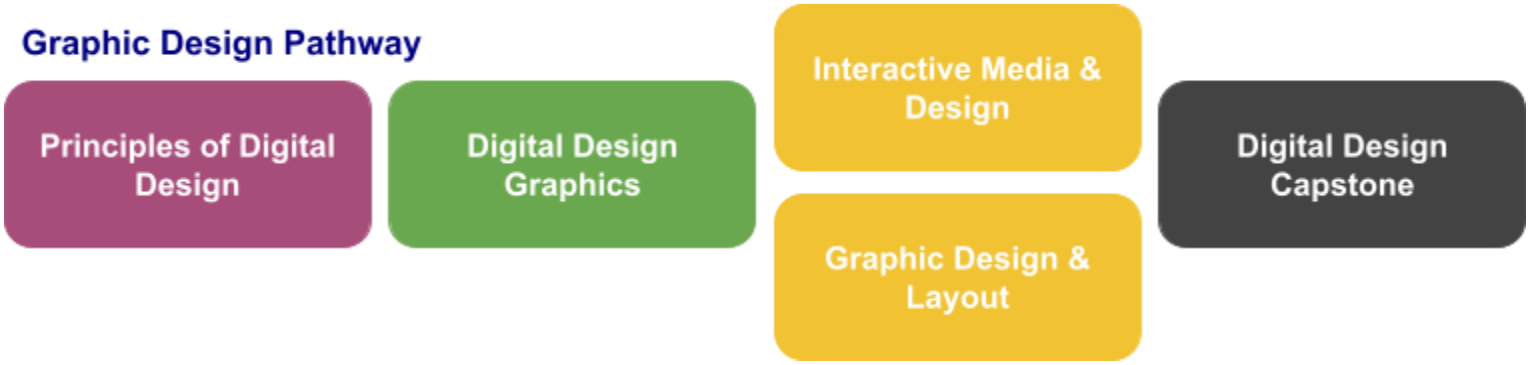


Graphic Design

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Graphic Design	IDOE #							
Principles of Digital Design	7140	Y						
Digital Design Graphics	7141	Y					X	
Interactive Media & Design	7138	Y					X	
Graphic Design & Layout	5550	Y					X	
Digital Design Capstone	7246	Y					X	

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Pathway



Family & Consumer Science

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Fashion & Textiles	**IDOE #**							
Principles of Fashion & Textiles	7301	Y						
Textiles, Apparel, & Merchandising	7302	Y					X	
Advanced Textiles	7303	Y					X	
Fashion & Textiles Capstone	7304	Y					X	
Early Childhood Education	**IDOE #**							
Principles of Early Childhood Education	7160	Y						
Early Childhood Education Curriculum	7158	Y					X	
Early Childhood Education Guidance	7159	Y					X	
Early Childhood Education Capstone	7259	Y					X	

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Pathway

Fashion & Textiles Pathway *for students already enrolled in this Pathway

Principles of Fashion & Textiles → Textiles, Apparel, & Merchandising → Advanced Textiles → Fashion & Textiles Capstone

Early Childhood Education Pathway

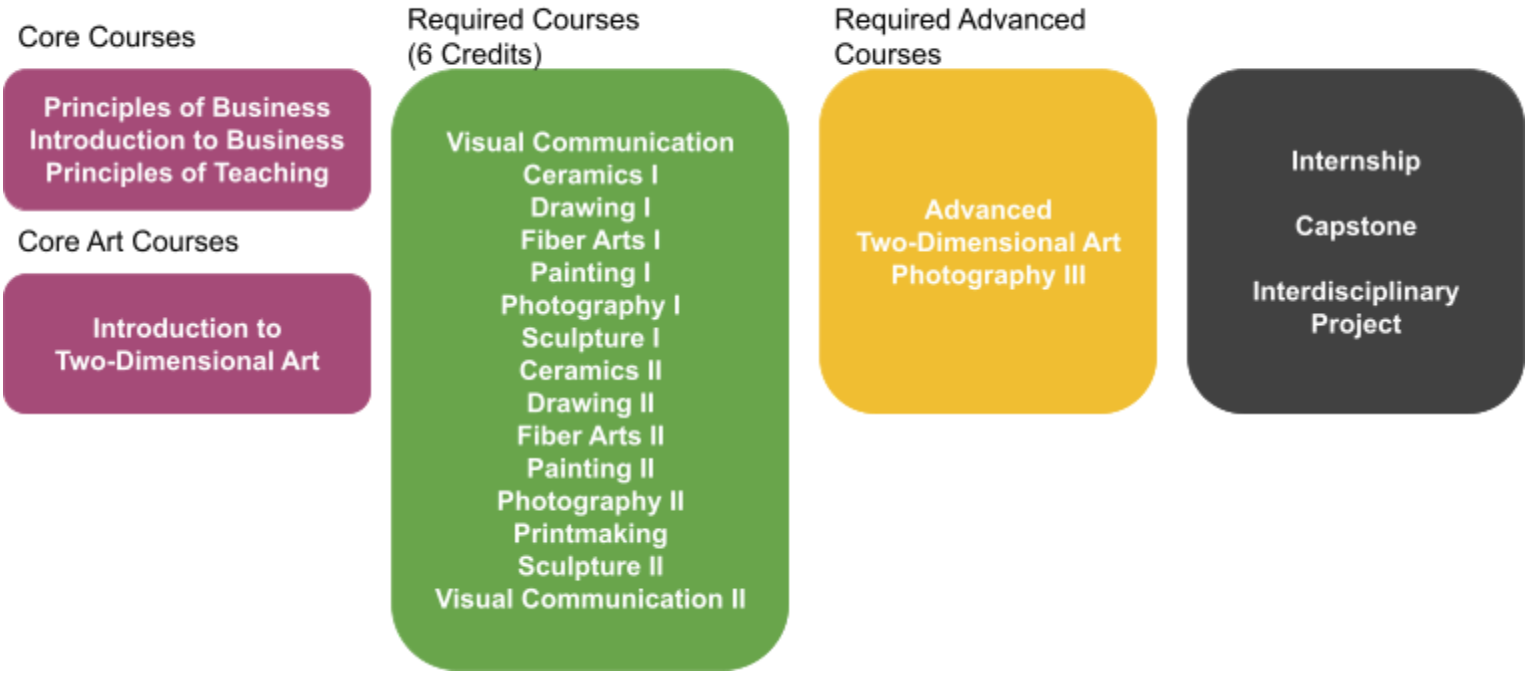
Principles Early Childhood Education → Early Childhood Education Curriculum → Early Childhood Education Guidance → Early Childhood Education Capstone

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Core General Education Courses	IDOE #							
Introduction to Business	4518	S						
Principles of Business Management	4562	Y					X	
Principles of Teaching	7161	Y						Y
Introductory	IDOE #							
Introduction to Two-Dimensional Art	4000	S						
Photography I	4062	S					X	
Visual Communication I	4086	S					X	
Level I Courses	IDOE #	Prerequisite: Introduction to Two-Dimensional Art						
Drawing I	4060	S					X	
Ceramics I	4040	S					X	
Painting I	4064	S					X	
Fiber Arts I	4046	S					X	
Sculpture I	4044	S					X	
Level II Courses	IDOE #	Prerequisite: matching Level I course						
Drawing II	4060	S					X	
Ceramics II	4040	S					X	
Painting II	4064	S					X	
Fiber Arts II	4046	S					X	
Sculpture II	4044	S					X	
Photography II	4062	S					X	
Visual Communication II	4086	S					X	
Printmaking I	4066	S					X	
Capstone / Advanced Studies	IDOE #							

Advanced Two-Dimensional Art	4004	S					X	
Photography III	4062	S					X	
X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.								

Pathway

Fine Arts Pathway



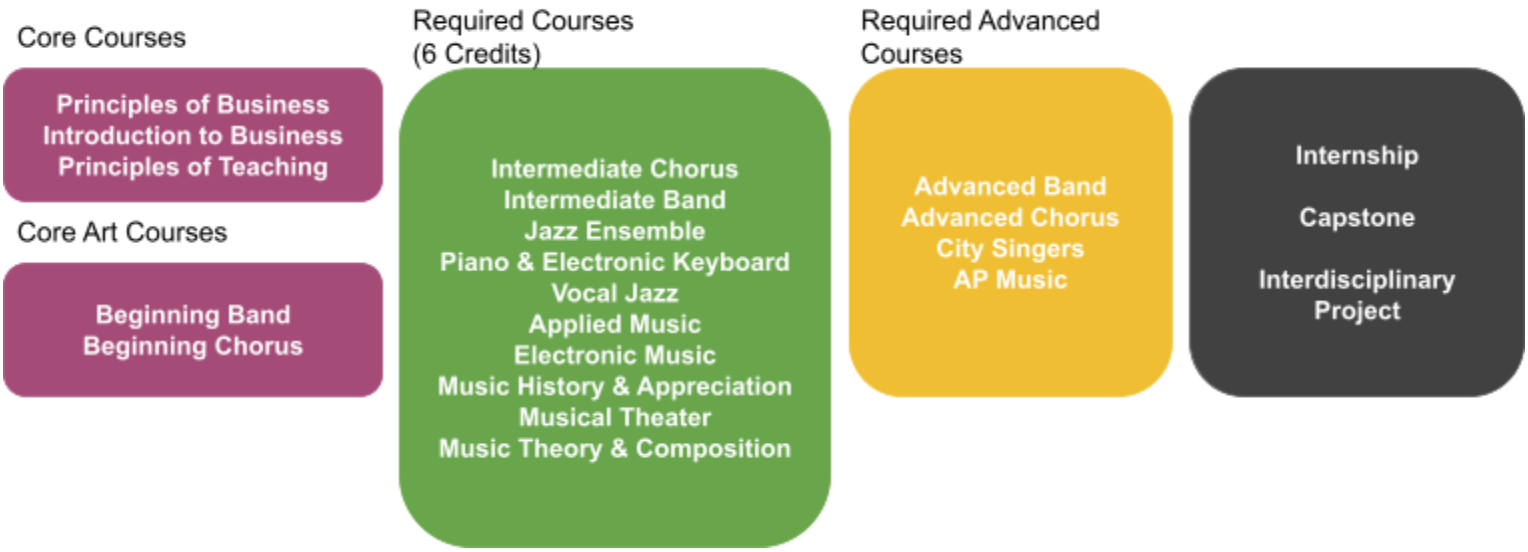
Music

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Core General Education Courses	**IDOE #**							
Introduction to Business	4518	S						
Principles of Business Management	4562	Y					X	
Principles of Teaching	7161	Y						Y
Choir	**IDOE #**							
Beginning Chorus I & II	4182	Y						
Intermediate Chorus I & II	4186	Y					X	
Advanced Chorus I & II	4188	Y					X	
Choral Chamber Ensemble: City Singers I & II	4180	Y					X	
Band	**IDOE #**							
Beginning Concert Band I & II	4160	Y						
Intermediate Concert Band I & II	4168	Y					X	
Advanced Concert Band I & II	4170	Y					X	
Jazz Ensemble I & II	4164	Y					X	
Piano & Electronic Keyboard I & II	4204	Y						
Music Electives	**IDOE #**							
AP Music Theory	4210	Y						
Vocal Jazz I & II	4184	Y					X	
Applied Music	4200	S						
Electronic Music	4202	S						
Music History & Appreciation	4206	S						
Musical Theater	0518	S						
Music Theory & Composition	4208	S						

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Pathway

Fine Arts Pathway: Music



Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Cosmetology	**IDOE #**							
Principles of Barbering & Cosmetology	7330	Y						X
Barbering & Cosmetology Fundamentals	7331	Y						X
Advanced Cosmetology	7332	Y						X
Barbering & Cosmetology Capstone	7334	Y					X	X
Culinary Academy	**IDOE #**							
Principles of Culinary & Hospitality	7173	Y						X
Nutrition	7171	Y						X
Culinary Arts	7169	Y						X
Culinary Capstone	7233	Y					X	X
Energy Academy	**IDOE #**							
Principles of Construction Trades	7130	Y						X
Electrical Fundamentals	7124	Y						X
Advanced Electrical	7119	Y						X
Construction Trades: Electrical Capstone	7263	Y					X	X
Fire Science	**IDOE #**							
Principles of Fire & Rescue	7195	Y						X
Fire Fighting Fundamentals	7189	Y						X
Advanced Fire Fighting	7186	Y						X
Fire & Rescue Capstone / EMT	7229	Y					X	X

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Automotive Technology	**IDOE #**							
Principles of Automotive Services	7213	Y						Y
Brake Systems	7205	Y					X	Y
Steering & Suspensions	7212	Y					X	Y
Automotive Capstone	7375	Y					X	Y
Construction Technology	**IDOE #**							
Principles of Construction Trades	7130	Y					X	Y
Construction Trades: General Carpentry	7123	Y					X	Y
Construction Trades: Framing & Finishing	7122	Y					X	Y
Construction Trades Capstone	7242	Y					X	Y
Criminal Justice & Law	**IDOE #**							
Principles of Criminal Justice	7193	Y						Y
Law Enforcement Fundamentals	7191	Y					X	Y
Corrections & Cultural Awareness	7188	Y					X	Y
Criminal Justice Capstone	7231	Y					X	Y
Education Professions	**IDOE #**							
Principles of Teaching	7161	Y						Y
Child & Adolescent Development	7157	Y					X	Y
Teaching & Learning	7162	Y					X	Y
Education Professions Capstone	7267	Y					X	Y

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Healthcare Career	**IDOE #**							
Principles of Healthcare	7168	Y						Y
Healthcare Fundamentals	5274	Y					X	Y
Technical Skills Development	7156	Y					X	Y
Healthcare Specialist Capstone	7255	Y					X	Y
Welding Technology	**IDOE #**							
Principles of Welding Technology	7110	Y					X	Y
Shielded Metal Arc Welding	7111	Y					X	Y
Gas Welding Processes	7101	Y					X	Y
Welding Technology Capstone	7226	Y					X	Y

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

English

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Grade Level Courses	**IDOE #**							
English 9 / English 9 AH	1002	Y						
English 10	1004	Y					X	
English 11	1006	Y					X	
English 12	1008	Y					X	
Communications Focus	**IDOE #**							
Speech	1076	S						
Advanced Speech & Communication	1078	S					X	
Journalism	1080	S						
Student Media (Announcements, MCHS TV, Yearbook)	1086	S					X	
AP Seminar: English	1104	Y						
Advanced English/Language Arts, College Credit (college credit with communications focus)	1124	S					X	X
Visual Communication	4086	S					X	
Interpersonal Relationships	5364	S						
Linguistics	1064	S						
Additional English Credits	**IDOE #**							
English as a New Language	1012	Y						
AP Seminar	0552	Y						
AP Research	0551	Y						
AP English Language & Composition	1056	Y					X	
AP English Literature & Composition	1058	Y					X	
Advanced English/Language Arts, College Credit	1124	S					X	X

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Mathematics

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Algebra	**IDOE #**							
Algebra I	2520	Y						
Personal Finance	**IDOE #**							
Personal Financial Responsibility	4540	S						
Additional Math Credits	**IDOE #**							
AP Pre-Calculus	2563	Y					X	
Pre-Calculus: Algebra	2564	Y					X	X
Pre-Calculus: Triogonometry	2566	Y					X	X
AP Calculus AB	2562	Y					X	
AP Calculus BC	2572	Y					X	
Algebra II	2522	Y					X	
Analytical Algebra II	2524	Y					X	
Geometry	2532	Y					X	
AP Statistics	2570	Y					X	
Business Math	4512	Y					X	
Quantitative Reasoning	2550	Y					X	X
Finite Mathematics	2530	Y					X	X
PRIME Math	2595	Y					X	

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Science	**IDOE #**							
Biology I / Biology I AH	3024	Y						
Biology II	3026	Y					X	
Earth & Space Science (L)	3044	Y						
Integrated Chemistry-Physics (L)	3108	Y					X	
Chemistry I (L)	3064	Y					X	
Chemistry II (L)	3066	Y					X	
AP Chemistry (L)	3060	Y					X	
Physics I (L)	3084	Y					X	
AP Physics: Algebra-Based (L)	3080	Y					X	
Environmental Science (L)	3010	Y					X	
Computer Science	**IDOE #**							
Computing Foundations for a Digital Age	4565	S						
Advanced Cybersecurity	7178	Y					X	X
Advanced Science, Special Topics (L)	3092	S						

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
United States History	**IDOE #**							
U.S. History	1542	Y						X
AP U.S. History	1562	Y						
United States Government	**IDOE #**							
U.S. Government	1540	S						X
AP U.S. Government & Politics	1560	Y						
Social Studies Electives								
Current Problems, Issues, & Events	1512	S						
Topics in History	1538	S					X	
AP Human Geography	1572	Y						
World Perspectives	**IDOE #**							
Geography & History of the World	1570	Y						
World History & Civilization	1548	Y						
AP World History Modern	1612	Y						
French III	2024	Y					X	X
French IV	2026	Y					X	X
German III	2044	Y					X	X
German IV	2046	Y					X	X
Japanese III	2064	Y					X	X
Japanese IV	2066	Y					X	X
Spanish III	2124	Y					X	X
Spanish IV	2126	Y					X	X

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Physical Education & Health

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Physical Education	**IDOE #**							
Physical Education I	3542	S						
Physical Education II	3544	S					X	
Elective Physical Education	3560	S					X	
Health & Wellness	**IDOE #**							
Health & Wellness Education	3506	S						

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
English	**IDOE #**							
Applied English 9	1002 (A)	Y						
Applied English 10	1004 (A)	Y						
Applied English 11	1006 (A)	Y						
Applied English 12	1008 (A)	Y						
Physical Education & Health	**IDOE #**							
Applied Elective Physical Education	3560 (A)	Y						
Applied Physical Education I	3542 (A)	Y						
Applied Health & Wellness	3506 (A)	Y						
Mathematics	**IDOE #**							
Applied Algebra I	2520 (A)	Y						
Applied Geometry	2532 (A)	Y						
Applied Business Math	4512 (A)	Y						
Science	**IDOE #**							
Applied Biology I	3024 (A)	Y						
Applied Physical Science	3102 (A)	Y						
Applied Earth & Space Science I	3044 (A)	Y						
Social Studies	**IDOE #**							
Applied Geography & History of the World	1570 (A)	Y						
Applied U.S. History	1542 (A)	Y						
Applied U.S. Government	1540 (A)	Y						
Applied Economics	1504 (A)	Y						

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Special Education / Academic Support

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Career & Technical	**IDOE #**							
Applied Preparing for College & Careers	5394 (A)	Y						
Applied Career Information & Exploration	0522 (A)	Y						
Applied Basic Skills Development	0500 (A)	Y						
Applied Personal Financial Responsibility	4540 (A)	Y						
Applied Student Store	0522 (A)	Y						
Applied Adult Roles & Responsibilities	5330 (A)	Y						
Applied Nutrition & Wellness	5342 (A)	Y						
Applied Career Exploration Internship	0530 (A)	Y						
Applied Community Service	0524 (A)	Y						

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
French	**IDOE #**							
French I	2020	Y						
French II	2022	Y					X	
French III	2024	Y					X	X
French IV	2026	Y					X	X
German	**IDOE #**							
German I	2040	Y						
German II	2042	Y					X	
German III	2044	Y					X	X
German IV	2046	Y					X	X
Japanese	**IDOE #**							
Japanese I	2060	Y						
Japanese II	2062	Y					X	
Japanese III	2064	Y					X	X
Japanese IV	2066	Y					X	X
Spanish	**IDOE #**							
Spanish I	2120	Y						
Spanish II	2122	Y					X	
Spanish III	2124	Y					X	X
Spanish IV	2126	Y					X	X
Other World Languages Credits	**IDOE #**							
Rosetta Stone	2140	Y						
Language for Heritage Speakers I	2190	Y						

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Course Title		Semester / Year	Grade Level				Prerequisite(s)	Dual Credit
			9	10	11	12		
Required Courses for Graduation	**IDOE #**							
Preparing for College & Careers (PCC)	5394	S						
Computing Foundations for a Digital Age	4565	S						
Career Readiness Emphasis	**IDOE #**							
Peer Tutoring	0520	S						
JAG - Jobs for America's Graduates	0509	Y						
Basic Skills Development	0500	S						
Community Service	0524	S						
Credit Recovery		S						
Work-Based Learning Capstone	5974	S/Y					X	

X under Prerequisite(s) indicates that the course requires successful completion of another course. See course descriptions for details.

Course Descriptions

2027 - 2028

Michigan City High School

Business Technology Education Course Descriptions

Introduction to Business

Prerequisite	Credit / Semester	Grade Level				DOE #
		9	10	11	12	
None	1 Credit / Semester 1 Semester Course					4518

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.

Advanced Accounting

Prerequisite	Credit / Semester	Grade Level				DOE #
		9	10	11	12	
Principles of Business Management, Accounting Fundamentals	1 Credit / Semester 2 Semester Course					4522

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

Accounting Fundamentals

Prerequisite	Credit / Semester	Grade Level				DOE #
		9	10	11	12	
Principles of Business Management	1 Credit / Semester 2 Semester Course					4524

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

Digital Applications & Responsibility

Prerequisite	Credit / Semester	Grade Level				DOE #
		9	10	11	12	
None	1 Credit / Semester 2 Semester Course					4528

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

Principles of Business Management

Prerequisite: Digital Applications & Responsibility	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	4562

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.

Computing Foundations for a Digital Age

Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4565

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.

Graphic Design & Layout

Prerequisite: Principles of Digital Design, Digital Design Graphics Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5550

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

Marketing Fundamentals

Prerequisite: Principles of Business Management	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5914

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

Entrepreneurship & New Ventures Capstone

Prerequisite	Credit / Semester	Grade Level				DOE #
		9	10	11	12	
Prerequisite: Any CTE Concentrator Sequence ***except*** Entrepreneurship	1 Credit / Semester 2 Semester Course				12	5966

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

Principles of Entrepreneurship

Prerequisite	Credit / Semester	Grade Level				DOE #
		9	10	11	12	
Prerequisite: None	1 Credit / Semester 2 Semester Course	9	10	11		7154

Principles of Entrepreneurship focuses on students learning about their own strengths, character and skills and how their unique abilities can apply to entrepreneurship, as well as how an entrepreneurial mindset can serve them regardless of their career path. Students will learn about the local, regional and state resources and will begin to understand and apply the entrepreneurial process. The course helps students to identify and evaluate business ideas while learning the steps and competencies required to launch a successful new venture. The course helps students apply what they have learned from the content when they write a Personal Vision Statement, a Business Concept Statement, and an Elevator Pitch.

Work-Based Learning (WBL) Capstone

Prerequisite	Credit / Semester	Grade Level				DOE #
		9	10	11	12	
Students must complete at least one (1) advanced career and technical education course from a program or program of study. Worksite placement must align to the student pathway.	1 Credit / Semester 2 Semester Course			11	12	5974

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

Interactive Media Design

Prerequisite	Credit / Semester	Grade Level				DOE #
		9	10	11	12	
Prerequisite: Principles of Digital Design, Digital Design Graphics	1 Credit / Semester 2 Semester Course		10	11	12	7138

Interactive Media Design focuses on the tools, strategies, and techniques for interactive design and emerging technologies, like web and social media. Students will learn the basics of planning, shooting, editing and

post-producing video and sound. Additionally, students will explore the process of integrating text, graphics, audio and video for effective communication of information.

Principles of Digital Design

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7140

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

Digital Design Graphics

Prerequisite: Principles of Digital Design Dual Credit: Yes	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	7141

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

Management Fundamentals

Prerequisite: Principles of Business Management	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7143

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

Digital Marketing

Prerequisite: Principles of Business Management, Marketing Fundamentals	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7145

Digital Marketing provides an introduction to the world of e-commerce and digital marketing media. The course covers how to integrate digital media and e-commerce into organizational and marketing strategy. Students will explore e-commerce applications and the most popular digital marketing tactics and tools. Emphasizes familiarity with executing digital media, understanding the marketing objectives that digital media can help organizations achieve, and establishing and enhancing an organization's digital marketing presence.

Logistics & Management

Prerequisite: Principles of Business Management Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7155

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.

Advanced Cybersecurity

Prerequisite: Principles of Computing	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7178

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

Information Technology Fundamentals

Prerequisite: Principles of Computing	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7180

Information Technology Fundamentals provides the necessary competencies required for an entry-level Information Technology professional. Students will have the knowledge required to assemble components based on customer requirements, install, configure and maintain devices/software for end users, understand the basics of networking and security, properly and safely diagnose, resolve and document common hardware and software issues while applying troubleshooting skills. Students will also learn appropriate customer support, understand the basics of virtualization, desktop imaging, and deployment. This course should also prepare students for the CompTia A+ Certification Exam.

Networking & Cybersecurity Operations

Prerequisite: Principles of Computing, Information Technology Fundamentals	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7181

Advanced Information Technology will provide students with the fundamental concepts in networking and cybersecurity. Students are introduced to the principles and concepts of computer networking, covering the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. Students will be able to troubleshoot routers and switches and resolve common issues. The students will also explore the field of Cyber Security/Information Assurance focusing on the technical and managerial aspects of the discipline. Students will be introduced to the basic terminology,

concepts, and best practices of computer/network security and the roles and responsibilities of management/security personnel. The students will learn the technologies used and techniques involved in creating a secure computer networking environment including authentication and the types of attacks against an organization.

Principles of Computing

		Grade Level				DOE #
Prerequisite: Introduction to Computer Science Dual Credit: Yes	1 Credit / Semester 2 Semester Course	9	10	11	12	7183

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

Software Development

		Grade Level				DOE #
Prerequisite: Principles of Computing STEM Focused *Edmentum Course*	1 Credit / Semester 2 Semester Course	9	10	11	12	7184

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

Website & Database Development

		Grade Level				DOE #
Prerequisite: Principles of Computing STEM Focused *Edmentum Course*	1 Credit / Semester 2 Semester Course	9	10	11	12	7185

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

Topics in Computer Science

		Grade Level				DOE #
Prerequisite: Principles of Computing STEM Focused	1 Credit / Semester 2 Semester Course	9	10	11	12	7351

Topics in Computer Science is designed for students to investigate emerging disciplines within the field of computer science. Students will use foundational knowledge from 7183 Principles of Computing to study the areas of data

science, artificial intelligence, app/game development, and security. Students will utilize knowledge related to these areas and programming skills to develop solutions to authentic problems.

Computer Science

Prerequisite: Principles of Computing STEM Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7352

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

Career & Technical Education Course Descriptions

Career Information & Exploration

Michigan City High School

Prerequisite	Credit / Semester	Grade Level				DOE #
		9	10	11	12	
Prerequisite: Preparing for College & Careers	1 Credit / Semester 1 Semester Course					0522

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.

Career Exploration Internship

Michigan City High School

Prerequisite	Credit / Semester	Grade Level				DOE #
		9	10	11	12	
Prerequisite: Preparing for College & Careers, Career Information & Exploration	1 Credit / Semester 1 Semester Course					0530

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.

AP Business with Personal Finance

Michigan City High School

Prerequisite	Credit / Semester	Grade Level				DOE #
		9	10	11	12	
Prerequisite: None	1 Credit / Semester 1 Semester Course					4519

AP Business with Personal Finance is an introductory, college-level business and personal finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project-based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump$tart Coalition for Personal Financial Literacy.

AP Cybersecurity

Michigan City High School

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	4592

AP Cybersecurity is a yearlong high school course that offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework.

Introduction to Agriculture, Food, & Natural Resources

Michigan City High School

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5056

Introduction to Agriculture, Food, & Natural Resources is a 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.

Healthcare Fundamentals (Healthcare Career Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite: Principles of Healthcare Dual Credit: Yes STEM Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5274

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.

Cooperative Education

Michigan City High School

Prerequisite: Preparing for College & Careers, Two (2) credits in a CTE course	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	6162

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.

Gas Welding Processes (Welding Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite: Principles of Welding Technology Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7101

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

Advanced Manufacturing Technology (Advanced Manufacturing Pathway - 1st Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite: Principles of Advanced Manufacturing	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7103

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

Advanced Manufacturing Fundamentals (Advanced Manufacturing Pathway - 1st Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite: Principles of Advanced Manufacturing	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7104

Advanced Manufacturing Fundamentals introduces students to fundamental Machining skills. Students will be introduced to basic skills in machine tooling that are applicable in a wide variety of trade professions. Specifically, students will learn safe practices for turning, milling, and grinding applications. Students will also learn basic operation of a CNC machine.

Principles of Advanced Manufacturing (Advanced Manufacturing Pathway - 1st Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7108

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

Principles of Welding Technology (Welding Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite: Introduction to Advanced Manufacturing Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7110

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

Shielded Metal Arc Welding (Welding Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite: Introduction to Advanced Manufacturing Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7111

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

Construction Trades: Advanced Electrical (Energy/Electrical Pathway - 1st Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite: Principles of Construction Trades Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7119

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

Construction Trades: Framing & Finishing (Building Trades Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite:Principles of Construction Trades, Construction Trades: General Carpentry Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7122

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

Construction Trades: General Carpentry (Building Trades Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite:Principles of Construction Trades or Principles of Architecture, Engineering & Construction Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7123

Construction Trades: General Carpentry builds upon the skills learned in the Principles of Construction Trades and examines the basics of framing. Students learn the procedures for laying out and constructing floor systems, wall systems, and ceiling joists. Students also spend time learning the principles of roof framing, and basic stair layout. Additionally, students will be introduced to building envelope systems.

Construction Trades: Electrical Fundamentals (Building Trades Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite: Principles of Construction Trades Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7124

This course covers the materials present within the NCCER Electrical Level 1 Certificate. Included modules cover topics such as an overview of the electrical trade, electrical safety, introduction to electrical circuits, electrical theory, introduction to the National Electrical Code, device boxes, hand bending, raceways and fittings, conductors and cables, basic electrical construction drawings, residential electrical services, and electrical test equipment. The

NCCER Electrical Level 1 Certificate and wallet card will also be awarded upon successful completion of this course.

HVAC Fundamentals (HVAC Pathway - 1st Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite	Credit	Grade Level	DOE #
Prerequisite: Principles of HVAC	1 Credit / Semester 2 Semester Course	9 10 **11** **12**	7125

Heating, Ventilation, & Air Conditioning (HVAC) Fundamentals introduces fundamentals applicable to the heating and refrigeration phases of air conditioning. Course topics include: types of units, parts, basic controls, functions, and applications. Emphasis is placed on standard industry practices, tool and meter use, temperature measurement, heat flow, the combustion process, and piping installation practices. The course also covers the basic sequence of operation for gas, oil and electric furnaces. Students receive an introduction to compression systems used in mechanical refrigeration including the refrigeration cycle and system components. The course introduces students to safety procedures, proper use of tools used to install and service refrigeration equipment, refrigerant charging and recovery, system evacuation, calculating superheat and subcooling, and using a refrigerant temperature/pressure chart. This course utilizes lectures, labs, and online simulations to prepare students for the nationally recognized certification exam as part of the outcome assessment learning objectives.

HVAC Service (HVAC Pathway - 1st Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite	Credit	Grade Level	DOE #
Prerequisite: Principles of HVAC, HVAC Fundamentals	1 Credit / Semester 2 Semester Course	9 10 **11** **12**	7126

Heating, Ventilation, & Air Conditioning (HVAC) Service continues the study of air conditioning and refrigeration along with the procedures used to analyze mechanical and electrical problems encountered when servicing heating systems. Students will better understand compressors, metering devices, system recharging, refrigerant recovery, basics of motor types, equipment installation and troubleshooting practices as they apply to air conditioning and refrigeration systems. Additionally, students will be able to understand electrical schematics and connection diagrams, combustion testing, venting and combustion air requirements, sequence of operation, heating controls, troubleshooting techniques, installation practices, basic codes applying to furnace codes, and service procedures. This course will use lecture, lab and online simulation to prepare students for the nationally recognized certification exam as part of the outcome assessment learning objectives.

Principles of Construction Trades (Building Trades and Energy/Electrical Pathways - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center) / North Campus (A.K. Smith Career Center)

Prerequisite	Credit	Grade Level	DOE #
Prerequisite: None Dual Credit: Yes	1 Credit / Semester 2 Semester Course	**9** **10** **11** 12	7130

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, learning 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.

Principles of Heating, Ventilation, & Air Conditioning (HVAC) (HVAC Pathway - 1st Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7131

Principles of Heating, Ventilation, & Air Conditioning (HVAC) covers many of the topics needed for students to be successful in the mechanical construction industry. Modules include history of the HVAC Industry, OSHA 10-Hour Construction Industry Training, and basic communication and customer service skills. This course will also cover basic electricity concepts.

Technical Skills Development

Michigan City High School

Prerequisite: Must be concurrently enrolled in a Concentrator A and/or B course.	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7156

The Technical Skills Development course may be used to provide students with the opportunity to apply the technical knowledge and skills learned in a Concentrator A or B course through additional real world learning experiences such as lab activities, project based learning or a work-based learning experience. Students must be co-enrolled in a Concentrator A and/or B course in order to be enrolled in the Technical Skills Development course.

Child & Adolescent Development

Michigan City High School

Prerequisite: Principles of Teaching	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7157

Child & 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.

Early Childhood Education Curriculum (Early Childhood Education Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite: Principles of Early Childhood Education	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7158

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

Early Childhood Education Guidance (Early Childhood Education Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite: Principles of Early Childhood Education, Early Childhood Curriculum	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7159

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

Principles of Early Childhood Education (Early Childhood Education Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7160

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.

Principles of Teaching

Michigan City High School

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7161

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.

Teaching & Learning

Michigan City High School

Prerequisite: Principles of Teaching	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7162

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.

Certified Clinical Medical Assistant (CCMA) (Healthcare Careers Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite	Credit	Grade Level	DOE #
Prerequisite: Principles of Healthcare, Healthcare Fundamentals	1 Credit / Semester 2 Semester Course	9 10 11 12	7164

The Certified Clinical Medical Assistant (CCMA) course will prepare students for the National Healthcare Association CCMA exam. The course prepares students for the clinical and administrative duties and responsibilities pertinent to medical offices. Instruction includes taking and recording vital signs, preparing patients for examination, patient education, and assisting the physician during the exam. Students will also be introduced to phlebotomy, administering medication, ECG, wound care, and collection and preparation of laboratory specimens and basic laboratory testing.

Healthcare Specialist: CNA (Healthcare Careers Pre-Nursing Pathway - 2nd Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite	Credit	Grade Level	DOE #
Prerequisite: Principles of Healthcare Dual Credit: Yes STEM Focused	1 Credit / Semester 2 Semester Course	9 10 11 12	7166

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.

Principles of Healthcare (Healthcare Careers Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite	Credit	Grade Level	DOE #
Prerequisite: None Dual Credit: Yes	1 Credit / Semester 2 Semester Course	9 10 11 12	7168

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.

Culinary Arts (Culinary Pathway - 1st Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite	Credit	Grade Level	DOE #
Prerequisite: Principles of Culinary & Hospitality Dual Credit: Yes	1 Credit / Semester 2 Semester Course	9 10 11 12	7169

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.

Nutrition (Culinary Pathway - 1st Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite: Principles of Culinary & Hospitality Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7171

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.

Principles of Culinary & Hospitality (Culinary Pathway - 1st Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite:None Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7173

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.

Advanced Fire Fighting (Fire Science Pathway - 1st Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite: Principles of Fire & Rescue, Fire Fighting Fundamentals Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7186

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

Corrections & Cultural Awareness (Criminal Justice Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite: Principles of Criminal Justice, Law Enforcement Fundamentals Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7188

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

Fire Fighting Fundamentals (Fire Science Pathway - 1st Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

		Grade Level				DOE #
Prerequisite: Principles of Fire & Rescue Dual Credit: Yes	1 Credit / Semester 2 Semester Course	9	10	11	12	7189

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

Law Enforcement Fundamentals (Criminal Justice Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

		Grade Level				DOE #
Prerequisite: Principles of Criminal Justice Dual Credit: Yes	1 Credit / Semester 2 Semester Course	9	10	11	12	7191

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

Principles of Criminal Justice (Criminal Justice Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

		Grade Level				DOE #
Prerequisite: None Dual Credit: Yes	1 Credit / Semester 2 Semester Course	9	10	11	12	7193

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

Principles of Fire & Rescue (Fire Science Pathway - 1st Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite: None Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7195

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

Brake Systems (Automotive Technology Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite: Principles of Automotive Services Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7205

Brake Systems teaches theory, service, and repair of automotive braking systems. This course provides an overview of various mechanical brake systems used on today's automobiles. This course will emphasize professional diagnosis and repair methods for brake systems.

Steering & Suspensions (Automotive Technology Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite: Principles of Automotive Services, Brake Systems Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7212

Steering and Suspensions will cover driveline theory and in-car service procedures. Theory and overhaul procedures related to the driveshaft and axle assemblies for front and rear wheel drive vehicles are included as well. Additionally, the course teaches theory, service and repair of automotive steering, and suspension systems. It provides an overview of various mechanical, power, and electrical steering and suspension systems used on today's automobiles and will emphasize professional diagnosis and repair methods for steering and suspension systems.

Principles of Automotive Services (Automotive Technology Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite: None Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7213

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

automotive electrical industry. Students will study the fundamentals of electricity and automotive electronics.

Welding Technology Capstone (Welding Pathway - 2nd Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite		Grade Level				DOE #
Prerequisite: Principles of Welding Technology, Shielded Metal Arc Welding, Gas Welding Processes Dual Credit: Yes	1 Credit / Semester 2 Semester Course	9	10	11	12	7226

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

Fire & Rescue Capstone / EMT (Fire Science Pathway - 2nd Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite		Grade Level				DOE #
Prerequisite: Principles of Fire & Rescue, Fire Fighting Fundamentals, Advanced Fire Fighting Dual Credit: Yes	1 Credit / Semester 2 Semester Course	9	10	11	12	7229

Fire and Rescue Capstone will prepare students to earn the EMT certification.

Criminal Justice Capstone (Criminal Justice Pathway - 2nd Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite		Grade Level				DOE #
Prerequisite: Principles of Criminal Justice, Law Enforcement Fundamentals, Corrections & Cultural Awareness Dual Credit: Yes	1 Credit / Semester 2 Semester Course	9	10	11	12	7231

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

Culinary Capstone (Culinary Pathway - 2nd Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite		Grade Level				DOE #
Prerequisite: Principles of Culinary & Hospitality, Nutrition, Culinary Arts Dual Credit: Yes	1 Credit / Semester 2 Semester Course	9	10	11	12	7233

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.

Construction Trades: General Carpentry Capstone (Building Trades Pathway - 2nd Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite: Principles of Construction Trades, Construction Trades: General Carpentry, Construction Trades: Framing & Finishing Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7242

The Construction Trades: General Carpentry Capstone allows students to gain a deeper understanding and experience of the field of carpentry. This course builds upon the skills and concepts that students were first introduced to in Principles of Construction Trade, Construction Trades: General Carpentry, and Construction Trades: Framing and Finishing. Additional topics include an introduction to the National Electric Code, electrical safety, electrical circuits, basic electrical construction drawings, and residential electrical services. The course prepares students for the NCCER Carpentry Electrical Level 1 Certificates.

Healthcare Specialist Capstone (Healthcare Careers Pre-Nursing Pathway - 2nd Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite: Principles of Healthcare, Medical Terminology, Healthcare Specialist: CNA Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7255

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.

Early Childhood Education Capstone (Early Childhood Education Pathway - 2nd Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite: Principles of Early Childhood Education, Early Childhood Education Curriculum, and Early Childhood Guidance Dual Credit: Yes	3 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7259

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.

Advanced Manufacturing Capstone (Advanced Manufacturing Pathway - 2nd Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite: Principles of Advanced Manufacturing, Advanced Manufacturing Technology, Advanced Manufacturing Fundamentals Dual Credit: Yes	3 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7261

The Advanced Manufacturing Capstone will build upon the knowledge and skills learned in the first year of the program. The course will provide opportunities for students to develop and apply advanced skills in Robotics, Mechatronics, Precision Machining, and Industrial Maintenance. Ideally, students will have the opportunity to participate in work-based learning through their participation in the course.

Construction Trades: Electrical Capstone (Energy/Electrical Pathway - 2nd Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite: Principles of Construction Trades, Electrical Fundamentals, Advanced Electrical Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7263

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

Education Professions Capstone

Michigan City High School

Prerequisite: Principles of Teaching, Child & Adolescent Development, Teaching & Learning Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7267

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.

Therapy & Rehabilitation Capstone (Healthcare Careers Pathway - 2nd Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite	Credit / Semester	Grade Level				DOE #
		9	10	11	12	
Prerequisite: Principles of Healthcare, Healthcare Fundamentals, CCMA	3 Credit / Semester 2 Semester Course			11	12	7323

The Physical Therapy Capstone course is designed to provide students the opportunity to explore the role therapy plays in the health care system and to practice technical skills previously learned in the classroom. It prepares students 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 physical therapists. In addition, students will learn skills specific to physical therapy and other therapeutic services including observing patients' progress, helping patients do specific exercises, using massage and stretching for treatment, aiding patients with devices for movement, educating patients and families, and basic assisting in cleaning treatment areas and clerical work.

Principles of Barbering & Cosmetology (Cosmetology Pathway - 1st Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite	Credit / Semester	Grade Level				DOE #
		9	10	11	12	
Prerequisite: None Dual Credit: Yes	1 Credit / Semester 2 Semester Course	9	10	11		7330

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

Barbering & Cosmetology Fundamentals (Cosmetology Pathway - 1st Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite	Credit / Semester	Grade Level				DOE #
		9	10	11	12	
Prerequisite: Principles of Barbering & Cosmetology Dual Credit: Yes	1 Credit / Semester 2 Semester Course		10	11	12	7331

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

Advanced Cosmetology (Cosmetology Pathway - 1st Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite	Credit / Semester	Grade Level				DOE #
		9	10	11	12	
Prerequisite: Principles of Barbering & Cosmetology, Barbering & Cosmetology Fundamentals Dual Credit: Yes	1 Credit / Semester 2 Semester Course		10	11	12	7332

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

Barbering & Cosmetology Capstone (Cosmetology Pathway - 2nd Year)

La Porte County CTE - North Campus (A.K. Smith Career Center)

Prerequisite: Principles of Barbering & Cosmetology, Barbering & Cosmetology Fundamentals, Advanced Cosmetology Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7334

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

Automotive Service Capstone (Automotive Technology Pathway - 1st Year)

La Porte County CTE - South Campus (Dr. Barbara Eason-Watkins Career Center)

Prerequisite: Principles of Automotive Services, Brake Systems, Steering & Suspension Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7375

Automotive Service Capstone further explores important skills and competencies within the Automotive Service Technology Pathway. Students will be exposed to an in-depth study of vehicle electrical systems. The course will cover the fundamentals of electricity and automotive electronics in various automotive systems. Students will understand other topics such as engine repair, climate control, and driveline service. Additionally, Co-Op and Internship opportunities will be available for students.

Engineering & Technology Education Course Descriptions

Introduction to Construction

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	4792

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.

Introduction to Engineering Design

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	4802

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.

Computer Integrated Manufacturing

Prerequisite: Introduction to Engineering Design STEM Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5534

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

Digital Electronics

Prerequisite: Introduction to Engineering Design STEM Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5538

Digital Electronics is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze. Simple and complex digital circuitry software will be used to develop and evaluate the product design. This course engages students in critical thinking and problem-solving skills, time management and teamwork skills.
NOTE: This course aligns with the PLTW Digital Electronics curriculum.

Principles of Engineering

Prerequisite: Introduction to Engineering Design STEM Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5644

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

Civil Engineering & Architecture

Prerequisite: Introduction to Engineering Design STEM Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5650

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.

Architecture & Construction: Special Topics

Prerequisite: Introduction to Construction	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5654

Architecture and Construction: Special Topics is an extended-learning experience designed to address the advancement and specialization of careers within the career cluster through the provision of a specialized course for

a specific workforce need in the school's region. This learning experience takes place at a qualified site, and is designed to give the student the opportunity to learn and practice technical skills (while working under the direction of the appropriately licensed professional). Throughout the course, students should focus on learning about employment opportunities and obtaining the knowledge, skills and attitudes essential for success in a specific occupation. Course standards and curriculum must be tailored to the specific profession, must prepare students to advance in this career field, and where applicable, must provide students with opportunities for certification or dual credit. Participation in a related CTSO encourages the development of leadership, communication and career related skills, and opportunities for community service.

Engineering Design & Development

Prerequisite: Introduction to Engineering Design, Principles of Engineering, and one (1) Pre-Engineering Specialty Course STEM Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5698

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.

Electronic Fundamentals

Prerequisite: Introduction to Engineering Design	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7361

In Electronic Fundamentals, students will concentrate on the physical world of electricity and electronics. Practical techniques for proper and safe use of basic hand and machine tools are introduced. Techniques for connecting various types of circuits are also covered. The process of fabricating printed circuit boards is presented.

English Course Descriptions

Pre-AP English I

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1002

Pre-AP English I focuses on reading, writing, and language skills that are relevant to students' current work and essential for students' future to future high school and college coursework. Texts take center stage, preparing students for close, critical reading and analytical writing. The course trains readers to observe small details in a text to arrive at a deeper understanding of the whole. It also trains writers to create complex sentences—building this foundational skill en-route to sophisticated, longer-form analyses.

Pre-AP English II

Prerequisite: Pre-AP English 1	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1004

Pre-AP English II builds on the foundations of Pre-AP English I. While English I introduces the fundamentals of close observation, critical analysis, and the appreciation of author's craft, English II requires students to apply those practices to a new array of nonfiction and literary texts.
As readers, students become aware of how poets, playwrights, novelists, and writers of nonfiction manipulate language to serve their purposes. As writers, students compose more nuanced analytical essays while never losing sight of craft and cohesion. The Pre-AP English areas of focus are vertically aligned to the practices embedded in high school and college English courses, including AP. This gives students multiple opportunities to prioritize and strengthen key literacy skills throughout their course of study.

English 9

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1002

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

English 10

Prerequisite: English 9	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1004

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.

English 11

Prerequisite: English 10 or AP Seminar	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1006

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

English 12

Prerequisite: English 11	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1008

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.

Language Arts Lab

Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	1010

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.

English as a New Language

Prerequisite: English Proficiency test results.	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1012

English as a New Language (English/Language Arts), an integrated English course based on the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication

for English learners (ELs) so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency. This coursework addresses Indiana's Academic Standards for English/Language Arts (ELA) and is based on the general ELA curriculum and student's Individualized Learning Plan.

Linguistics

Prerequisite: 4 Credits in ELA Courses Communications Focused	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	1064

Linguistics, a language studies course based on the Indiana Academic Standards for English/Language Arts, is the study of language structures and patterns that enable humans to communicate an infinite number of ideas using a finite grammar and vocabulary. Students examine the terminology and sub-categories of linguistics as a field of study, including semantics, syntax, and morphology. Students analyze the psychological, social, and cultural factors that contribute to choices of structure and pattern by language users.

Speech

Prerequisite: None Communications Focused	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	1076

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

Advanced Speech & Communication

Prerequisite: Speech Dual Credit: Yes Communications Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1078

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

Journalism

Prerequisite: None Communications Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1080

Journalism, a course based on the Indiana Academic Standards for English/Language Arts and the Indiana High School Journalism Standards, is a study of news elements, journalism history, First Amendment law, ethics, fact and opinion, copy editing, news, and features as they apply to print and digital media products. It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials,

reviews, columns, and digital media writing forms. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism, and emerging media development and design in order to analyze messaging techniques and identify and avoid the presentation of false or misleading information. By the end of the semester, students write, shoot, and design stories for print and digital media products.

Student Media (MCHS TV, Newspaper, Yearbook)

		Grade Level				DOE #
Prerequisite: Journalism Communications Focused	1 Credit / Semester 2 Semester Course	9	10	11	12	1086

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.

MCHS TV

Students will produce a daily morning announcements segment/show via intercom or video. The daily audio segment will include the Pledge of Allegiance, club meetings, guidance department announcements, sports scores, and other relevant information geared toward students and staff. For the newscast, students will produce a 20-30 minute news show that will broadcast on their own YouTube channel. Possible segments might include senior shout outs, sports, teacher biographies, book, music or movies reviews, facts about our city, and unpacking our parents. Students will utilize public speaking skills, interview skills, journalism basics of writing and reporting. Students will also learn behind-the-scenes equipment and techniques including sound, camera, streaming, video production and green screen usage. Students will also be responsible for brainstorming video ideas, gathering interviews, editing video clips together, and meeting deadlines for polished video productions.

Newspaper

Newspaper includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, and typography. Students selected for this course will use word processing and desktop publishing technology to support the productions of the school newspaper, The Cityzen. Students in this course will plan, write, publish, market, and distribute the newspaper. This course is only available by application and approval of the sponsor, with a recommendation from previous English teachers.

Yearbook

Yearbook includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, and typography. Students selected for this course will use word processing and desktop publishing technology to support the productions of the MCHS yearbook. Students in this course will plan, write, publish, market, and distribute the yearbook. This course is only available by application and approval of the sponsor, with a recommendation from previous English teachers.

Advanced English / Language Arts, College Credit

		Grade Level				DOE #
Prerequisite: English 9, English 10 Dual Credit: Yes	1 Credit / Semester 1 Semester Course	9	10	11	12	1124

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.

Rhetoric & Argument

This advanced composition course emphasizes an inquiry-driven approach to research-based analytic and argumentative writing. Students will develop advanced analytical, researching, and writing skills by completing an extensive argumentative project.

Advanced English Composition

This advanced composition course 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.

Creative Writing

This advanced composition course is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing.

AP Capstone Diploma Requirements:

Students who earn a score of 3 or higher on AP Seminar, AP Research, and four (4) other AP Exams will receive the AP Capstone Diploma.

AP Seminar: English

Prerequisite: None Communications Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1104

AP Seminar: English is designed as a seminar-style English course focusing on foundational writing, collaboration, research, and presentation skills. Through an inquiry-based approach, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. The course integrates with local English standards, allowing for flexibility in instruction. Students learn to synthesize information from multiple sources, express their own perspectives through written essays, and deliver oral and visual presentations individually or as part of a team. Assessment in the course includes two through-course performance tasks and an end-of-course exam, with the final AP score being calculated on a 1-5 scale.
A student may take this course for English credit **OR** AP Seminar 0552 for elective credit, but they may not take both. The same AP exam is used with this course and course AP Seminar 0552.

AP Seminar

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	0552

AP Seminar is a foundational course that engages students in cross curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Through an inquiry-based approach, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and

experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Assessment in the course includes two through-course performance tasks and an end-of-course exam, with the final AP score being calculated on a 1-5 scale.
A student may take this course for elective credit **OR** AP Seminar: English 1104 for English credit, but they may not take both. The same AP exam is used with this course and AP Seminar: English 1104.

AP Research

Prerequisite: AP Seminar	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	0551

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words and a presentation with an oral defense.

AP English Language & Composition

Prerequisite: English 9, English 10	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1056

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

AP English Literature & Composition

Prerequisite: English 9, English 10	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1058

The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Family & Consumer Science (FACS) Course Descriptions

Adult Roles & Responsibilities

Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	5330

Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and postsecondary education in all career areas related to individual and family life.

Advanced Nutrition & Wellness

Prerequisite: Nutrition & Wellness	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5340

Advanced Nutrition and Wellness is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. Advanced Nutrition and Wellness is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. This course builds on the foundation established in Nutrition and Wellness, which is a recommended prerequisite. This is a project-based course utilizing higher-order thinking, communication, leadership and management processes. Topics include extensive study of major nutrients, nutritional standards across the lifespan, influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety, and sanitation. This course is the second in a sequence of courses that provide a foundation for continuing and postsecondary education in all career areas related to nutrition, food, and wellness.

Nutrition & Wellness

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5342

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

food, and wellness.

Advanced Child Development

Prerequisite: Child Development	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5360

Advanced Child Development is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from ages four through age eight (grade three). It builds on the Child Development course, which is a recommended prerequisite. Advanced Child Development includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied.

Child Development

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5362

Child Development is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth, growth and development of children, child caregiving and nurturing, and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career 178 2025-2026 High School Course Titles and Descriptions success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and postsecondary education in all career areas related to children, child development, and nurturing of children.

Interpersonal Relationships

Prerequisite: None Communications Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5364

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

clients, patients, customers, and the general public.

Introduction to Culinary Arts & Hospitality

Prerequisite	Credit / Course	Grade Level				DOE #
Prerequisite: Nutrition & Wellness, Advanced Nutrition & Wellness	1 Credit / Semester 2 Semester Course	9	10	11	12	5438

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

Textiles, Apparel, & Merchandising

Prerequisite	Credit / Course	Grade Level				DOE #
Prerequisite: Principles of Fashion & Textiles Dual Credit: Yes	1 Credit / Semester 2 Semester Course	9	10	11	12	7302

Textiles, Apparel, and Merchandising provides a comprehensive overview of the textiles, apparel and merchandising industry specific to fashion related goods including the nature of fashion, raw materials and production, designers, retailers, and supporting services.

Fine Arts Course Descriptions

Visual Art Courses:

Introduction to Two-Dimensional Art

Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4000

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.

Advanced Two-Dimensional Art

Prerequisite: Introduction to Two-Dimensional Art Teacher approval needed.	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4004

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.

Ceramics I / Ceramics II

Prerequisite: Introduction to Two-Dimensional Art	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4040

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.

Sculpture I / Sculpture II

Prerequisite	Credit	Grade Level				DOE #
Prerequisite: Introduction to Two-Dimensional Art 2027-28; 2029-30	1 Credit / Semester 1 Semester Course	9	10	11	12	4044

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.

Fiber Arts I / Fiber Arts II

Prerequisite	Credit	Grade Level				DOE #
Prerequisite: Introduction to Two-Dimensional Art	1 Credit / Semester 1 Semester Course	9	10	11	12	4046

Fiber Arts is a course based on the Indiana Academic Standards for Visual Art. Students in fiber arts 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 fiber art works utilizing processes such as loom and off-loom construction, dyeing, coiling, and stitchery. 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.

Drawing I / Drawing II

Prerequisite	Credit	Grade Level				DOE #
Prerequisite: Introduction to Two-Dimensional Art	1 Credit / Semester 1 Semester Course	9	10	11	12	4060

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.

Photography I / Photography II / Photography III

Prerequisite	Credit	Grade Level				DOE #
Prerequisite: Introduction to Two-Dimensional Art	1 Credit / Semester 1 Semester Course	9	10	11	12	4062

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 artrelated careers.

Painting I / Painting II

Prerequisite: Introduction to Two-Dimensional Art	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4064

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.

Printmaking I

Prerequisite: Introduction to Two-Dimensional Art	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4066

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

Visual Communication I / Visual Communication II

Prerequisite: Introduction to Two-Dimensional Art	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4086

Visual Communication is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Education & Training: Special Topics - Visual Arts Internship						
Student must be on the Visual Arts Pathway	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	5976
Education and Training: Special Topics is an extended learning experience designed to address the advancement and specialization of careers within the career cluster through the provision of a specialized course for a specific workforce need in the school's region. The learning experience is at a qualified site, and is designed to give the student the opportunity to practice technical skills previously learned in the classroom while working under the direction of the appropriately licensed professional. Throughout the course, students will focus on learning about employment opportunities at a variety of entry levels, an overview of the career cluster, teams, and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for success in specific occupations. Course standards and curriculum must be tailored to the specific profession, preparing students to advance in this career field, and where applicable, provide students with opportunities for certification or dual credit. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to postsecondary opportunities, and to work in a variety of careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a postsecondary program are also areas of focus. Participation in a related CTSO encourages the development of leadership, communication and career related skills, and opportunities for community service.						

Music Courses: General

Musical Theater						
Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	0518
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.						

Applied Music						
Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4200
Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music.						
Applied Music - Choral						
Applied Music - Choral 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.						
Applied Music - Instrumental						
Applied Music - Instrumental 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.

Electronic Music

Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4202

Electronic Music is based on the Indiana Academic Standards for High School Music Technology. Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music.

Music History & Appreciation

Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4206

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.

Music Theory & Composition

Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4208

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.

AP Music Theory

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	4210

AP Music Theory corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music.

Education & Training: Special Topics - Music Internship						
Student must be on the Visual Arts Pathway	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	5976
Education and Training: Special Topics is an extended learning experience designed to address the advancement and specialization of careers within the career cluster through the provision of a specialized course for a specific workforce need in the school's region. The learning experience is at a qualified site, and is designed to give the student the opportunity to practice technical skills previously learned in the classroom while working under the direction of the appropriately licensed professional. Throughout the course, students will focus on learning about employment opportunities at a variety of entry levels, an overview of the career cluster, teams, and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for success in specific occupations. Course standards and curriculum must be tailored to the specific profession, preparing students to advance in this career field, and where applicable, provide students with opportunities for certification or dual credit. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to postsecondary opportunities, and to work in a variety of careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a postsecondary program are also areas of focus. Participation in a related CTSO encourages the development of leadership, communication and career related skills, and opportunities for community service.						

Music Courses: Instrumental

Beginning Concert Band I / Beginning Concert Band II						
Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4160
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.						

Instrumental Ensemble						
Prerequisite: Beginning Concert Band	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4162
Instrumental Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public						

performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Jazz Ensemble I / Jazz Ensemble II

Prerequisite: Two (2) semesters of Beginning Concert Band	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4164

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.

Intermediate Concert Band I / Intermediate Concert Band II

Prerequisite: Beginning Concert Band	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4168

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.

Advanced Concert Band I / Advanced Concert Band II

Prerequisite: Beginning Concert Band, Intermediate Concert Band	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4170

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.

Piano & Electronic Keyboard						
Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4204
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.						

Music Courses: Vocal

Choral Chamber Ensemble - City Singers I / Choral Chamber Ensemble - City Singers II						
Prerequisite: Two (2) semesters of Beginning Chorus	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4180
Choral Chamber Ensemble is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. 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.						

Beginning Chorus I / Beginning Chorus II						
Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4182
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.						

Vocal Jazz I / Vocal Jazz II						
Prerequisite: Two (2) semesters of Beginning Chorus	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4184
Vocal Jazz is based on the Indiana Academic Standards for High School Choral Music. Students in this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of vocal jazz. Instruction includes the study of the history and formative and stylistic						

elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Intermediate Chorus I / Intermediate Chorus II

Prerequisite: Beginning Chorus	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4186

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

Advanced Chorus I / Advanced Chorus II

Prerequisite: Beginning Chorus, Intermediate Chorus	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4188

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.

Health & Physical Education Course Descriptions

Health & Wellness Education						
Prerequisite: 8th Grade Health Education	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	3506
Health and Wellness, a course based on Indiana's Academic Standards for Health and Wellness and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support healthy behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco- free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing 62 2025-2026 High School Course Titles and Descriptions information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.						

Physical Education I, Physical Education II, and Elective Physical Education will include ongoing assessment including 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.

Physical Education I						
Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	3542
P.E. 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.						

Physical Education II						
Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	3544
P.E. 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 P.E. 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.						

Elective Physical Education

Prerequisite: Physical Education I, Physical Education II	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	3560

Elective P.E., 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 P.E. 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.

Flex Credit Physical Education (Alternate to P.E. I & P.E. II)

This course is designed for students who will be participating in a MCAS-sponsored IHSAA sanctioned sport from start to finish. One semester of P.E. credit will be issued for successful completion of a sport and its full season. A second semester P.E. credit will be issued for successful completion of another season in a distinctly different sport. If a student only participates in one sport, the student would have to complete one semester of P.E. I & II to meet graduation requirements.
Students can earn electives after initial requirement (max. 8). If a student is suspended during their sports season for any reason they may not be eligible for flex credit. If students have not met flex credit by their junior year, they will automatically be enrolled in Physical Education I & II courses to meet graduation requirements (no exceptions).

Individual & Dual Sports

Individual & Dual Sports focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in individual and dual sport activities; individual physical activities; outdoor pursuits and aquatics, 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.

Lifetime Fitness

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).

Performance Strength Training

This course is the Strength Training course specific for Student Athletes.

Strength Training

This course is designed for the student interested in body sculpting and muscle definition. This program also includes instruction on fundamentals and techniques of progressive resistive exercises. The student will experience multiple exercises for each muscle group, with emphasis on diet and the reduction of body fat. Student Athletes are welcome to join this course.

Team Sports

This course is designed for students who enjoyed the variety of individual and team activities offered in PE I & II. This class will build on skills previously learned in each activity. Game play will be the focus along with several tournament-style competitions. This is a semester-long course (18 weeks).

Officiating Class

In this course, students will learn the rules, game play, and guidelines for a variety of sports, including soccer, baseball, softball, basketball, volleyball, football, and tennis. In addition, they will learn the officiating calls and hand signals for each sport, as well as the role a sport official plays in maintaining fair play.

Junior Reserve Officer Training Corps. (R.O.T.C.) Course Descriptions

Junior Reserve Officer Training Corps						
Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	0516
The objective of this course is to develop skills that will enhance a student to become an effective leader in any field, which may include the military. Among those skills are: (1) self-reliance, (2) self-discipline, (3) decision-making, (4) oral and written communication, (5) problem-solving, (6) physical fitness, (7) Citizenship, (8) personal appearance, and, (9) developing a healthy lifestyle. To enhance personal appearance, students wear the military uniform once every other week. Freshmen may opt out of this requirement. Students can also participate in numerous extracurricular activities, such as the Raider, Drill, Rifle, and Cyber Patriot teams, as well as many community service and public affairs events. Extracurricular activities are not required. There is no cost involved with any aspect of this course. For eligible students, JROTC will assist with applying for a military academy appointment (worth $350,000.00) and/or an ROTC scholarship (worth $180,000.00). There is no military commitment associated with the JROTC.						

JROTC has no military obligation whatsoever.
Focus is on personal development, leadership, and character development.

ROTC Leadership Essentials I						
Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	0516
First-year cadets will receive instruction in Fundamentals of Leaderships, Leadership Traits, Personal Appearance, Personal Hygiene, and Effective Study Skills. Physical training is conducted at all LE levels. Students may enroll in JROTC in any year in high school.						

ROTC Leadership Essentials II						
Prerequisite: Successful completion of Leadership Essentials I	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	0516
Second-year cadets will receive instruction in Leadership Principles, Team Building, Personal Finance, Leadership Styles, and Motivational Techniques. Physical training is conducted at all LE levels. Students may enroll in JROTC in any year in high school.						

ROTC Leadership Essentials III						
Prerequisite: Successful completion of Leadership Essentials II	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	0516
Third-year cadets will receive instruction in Leadership in Government, Leadership in Business and Industry, Leadership in the Military, and Life Leadership.						

Physical training is conducted at all LE levels. Students may enroll in JROTC in any year in high school.

ROTC Leadership Essentials IV						
Prerequisite: Successful completion of Leadership Essentials III	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	0516
Fourth-year cadets receive instruction in Situational Leadership, Government Systems, Case Study of Government Leadership, Case Study of Military Leadership. Physical training is conducted at all LE levels. Students may enroll in JROTC in any year in high school.						

Mathematics Course Descriptions

Algebra I Lab

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2516

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: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

Algebra I / Algebra I AH

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2520

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

Algebra II / Algebra II AH

Prerequisite: Algebra I	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2522

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.

Analytical Algebra II

Prerequisite: Algebra I	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2524

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

Finite Mathematics

Prerequisite: Algebra II or Analytical Algebra II Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2530

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

Geometry / Geometry AH

Prerequisite: Algebra I	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2532

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.

Probability & Statistics

Prerequisite: Algebra II or Analytical Algebra II	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2546

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the

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

Quantitative Reasoning

Prerequisite: Algebra II or Analytical Algebra II Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2550

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.

AP Calculus AB

Prerequisite: Pre-Calculus: Algebra	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2562

AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Pre-Calculus

Prerequisite: Algebra I	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2563

AP Pre-Calculus covers topics including modeling real-world data, exploring multiple representations, and mastering symbolic manipulation. The course teaches students to approach precalculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Pre-Calculus: Algebra

Prerequisite	Credit / Length	Grade Level	DOE #
Prerequisite: Algebra II, Geometry Dual Credit: Yes	1 Credit / Semester 1 Semester Course	9 10 11 12	2564

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

Pre-Calculus: Trigonometry

Prerequisite	Credit / Length	Grade Level	DOE #
Prerequisite: Algebra II, Geometry Dual Credit: Yes	1 Credit / Semester 1 Semester Course	9 10 11 12	2566

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.

AP Statistics

Prerequisite	Credit / Length	Grade Level	DOE #
Prerequisite: Algebra II	1 Credit / Semester 2 Semester Course	9 10 11 12	2570

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

AP Calculus BC

Prerequisite	Credit / Length	Grade Level	DOE #
Prerequisite: Pre-Calculus: Algebra	1 Credit / Semester 2 Semester Course	9 10 11 12	2572

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AP Calculus AB to parametric, vector-valued, and polar functions, and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of

limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB.

PRIME Math

Prerequisite: Algebra II or Analytical Algebra II	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2595

The PRIME Math course utilizes a curriculum developed by the Southern Regional Education Board (SREB), that includes and reinforces the Algebra I, Geometry, Algebra II, and Statistics skills necessary for postsecondary success. This course emphasizes understanding of math concepts rather than just memorizing procedures. PRIME math emphasizes students' reasoning and sense making about procedures (e.g., why to use a certain formula or method to solve a problem). This equips them with higher-order thinking skills in order to apply math skills, functions, and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements at the secondary level, but need additional experiences to enhance their mathematical knowledge before pursuing credit-bearing courses at a postsecondary institution. In order to offer this course, the instructor must have received training by SREB or IDOE. Additionally, the school and the instructor must commit to teaching the PRIME math curriculum with fidelity.

Business Math

Prerequisite: Algebra I	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	4512

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.

Personal Financial Responsibility

Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	4540

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This 176 2025-2026 High School Course Titles and Descriptions course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, savings, and investing; understand banking, budgeting, record-keeping and manage risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

Technical Math						
Prerequisite: Algebra I, Geometry	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	7218
Technical Math is designed to help students develop mathematical reasoning and real-world skills in analyzing verbal and written descriptions, translating them into algebraic, geometric, trigonometric, and statistical statements and applying them to solve problems in fabrication, manufacturing, and business. The course will include at least six lab activities or projects to allow faculty and students to apply mathematics principles to work-related situations.						

Multidisciplinary Course Descriptions

Basic Skills Development

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	0500

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.

Basic Skills Development - Early College Freshmen

This course is designed to prepare the Early College student for rigorous college level materials.

Basic Skills Development - Early College Sophomores

This course is designed to prepare the Early College student for rigorous college level materials.

Basic Skills Development - for Honors College

This course is designed to help Honors College students for post-secondary opportunities.

JAG - Jobs for America's Graduates

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	0509

(JAG) is a state-based, national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career. JAG students receive adult mentoring while in school and one year of follow-up counseling after graduation. The JAG program is funded through grants provided by the Indiana Department of Workforce Development.

Peer Tutoring

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	0520

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making

skills, and (5) teaching strategies.

Community Service

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	0524

Community Service is a course created by public law IC 20-30-14. Community service allows students in grades nine through twelve (HEA 1629) the opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that “relates to a course in which the student is enrolled or intends to enroll.”
For each student who wishes to earn credit for community service or volunteer service under this law, the student, a teacher of the student, or a community or volunteer service organization must submit an application to the high school principal including:

1. name of the community service organization or volunteer service organization the student intends to assist;
2. name, address, and telephone number of the director or supervisor of the community service organization or volunteer service organization and, if different from the director or supervisor, the name, address, and telephone number of the individual assigned by the community or volunteer service organization to supervise the student at the activity site;
3. nature of the community service or volunteer service performed by the student with a certification that the service performed by the student is voluntary;
4. total number of hours the student intends to serve the community service organization or volunteer service organization during the school year;
5. written statement by the director or the supervisor of the community service organization or volunteer service organization certifying that the information included in the application is an accurate reflection of:
    a. the student's expectations with regard to the number of hours of service contemplated to be performed; and
    b. the community service organization's or the volunteer service organization's need to acquire the student's service;
6. description of:
    a. the educational or career exploration benefits the student and the school should expect to gain, including the student learning standards to be achieved, from the student's community or volunteer service participation; and
    b. the service and benefit the community service organization or volunteer service organization expects to gain from the student's participation;
7. the description of how the community or volunteer service activity relates to a course in which the student is enrolled or intends to enroll;
8. manner and frequency in which the student and the community or volunteer service activity will be evaluated;
9. the name of the certificated school employee who will be responsible for monitoring and evaluating the student's activity and performance and assigning the student a grade for participation under this section; and
10. any other information required by the principal.

Preparing for College & Careers

Prerequisite: Principles of Business Management	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5394

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.

Credit Recovery

Taken on an as-needed basis.	1 Credit / Semester	Grade Level				DOE #
		9	10	11	12	

Michigan City High School's credit recovery program is proven to help students earn high school credits in courses for a number of reasons. Credit recovery can be utilized for students who did not pass the course the first time around, a course grade replacement, or for a class that simply will not fit in their schedule. A majority of all required classes and a number of electives in various areas are available for students to take. The Credit Recovery Program provides an independent, accelerated, self-directed learning environment using a computer-based curriculum. Credit recovery is a fast-paced class that allows students to earn multiple credits per semester. School officials may conduct conferences with eligible students and their parents/guardians. Student and parent/guardian must sign a Credit Recovery Parent and Student Information Form. Class is held in designated classrooms during regular school hours.

Science Course Descriptions

Environmental Science

Prerequisite	Credit / Length	Grade Level	DOE #
Prerequisite: 2 credits of science coursework	1 Credit / Semester 2 Semester Course	9 10 **11** 12	3010

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

AP Environmental Science

Prerequisite	Credit / Length	Grade Level	DOE #
Prerequisite: Biology I, Chemistry I Teacher approval needed.	1 Credit / Semester 2 Semester Course	9 10 **11** 12	3012

AP Environmental Science is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires students to identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Although there are no specific AP Environmental Science labs or field investigations required for this course, it is required students have the opportunity to spend a minimum of 25% of instructional time engaged in hands-on, inquiry-based laboratory and/or fieldwork investigations.

AP Biology

Prerequisite	Credit / Length	Grade Level	DOE #
Prerequisite: Biology I, Chemistry I Teacher approval needed.	1 Credit / Semester 2 Semester Course	9 10 **11** 12	3020

AP Biology allows students to cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetic information transfer, ecology, and interactions. This course requires that 25% of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Biology I / Biology I AH

Prerequisite	Credit / Length	Grade Level	DOE #
Prerequisite: None	1 Credit / Semester 2 Semester Course	**9** **10** 11 12	3024

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.
The Academic Honors course is more rigorous than the non-AH course.

Biology II

Prerequisite	Credit	Grade Level	DOE #
Prerequisite: Biology I Dual Credit: Yes Teacher approval needed.	1 Credit / Semester 2 Semester Course	9 10 11 12	3026

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

Earth & Space Science

Prerequisite	Credit	Grade Level	DOE #
Prerequisite: None	1 Credit / Semester 2 Semester Course	9 10 11 12	3044

Earth & 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.

AP Chemistry

Prerequisite	Credit	Grade Level	DOE #
Recommended Prerequisites: Chemistry I, Algebra II, Pre-Calculus: Algebra, Pre-Calculus: Trigonometry Teacher approval needed.	1 Credit / Semester 2 Semester Course	9 10 11 12	3060

AP Chemistry provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25% of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are guided inquiry). It is required that students keep a lab notebook throughout.

Chemistry I / Chemistry I AH

Prerequisite	Credit	Grade Level	IDOE #
Prerequisite: Algebra II * **may be taken concurrently*	1 Credit / Semester 2 Semester Course	9 10 11 12	3064

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.
The Academic Honors course is more rigorous than the non-AH course.

Chemistry II

Prerequisite	Credit	Grade Level				IDOE #
Prerequisite: Chemistry I, Algebra II Dual Credit: Yes Teacher approval needed.	1 Credit / Semester 2 Semester Course	9	10	11	12	3066

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

AP Physics I (Algebra-Based)

Prerequisite	Credit	Grade Level				DOE #
Prerequisite: Algebra I or Integrated Mathematics I Teacher approval needed.	1 Credit / Semester 2 Semester Course	9	10	11	12	3080

AP Physics I 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% 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.

Physics I

Prerequisite	Credit	Grade Level				DOE #
Prerequisite: Algebra I or Algebra II Teacher approval needed.	1 Credit / Semester 2 Semester Course	9	10	11	12	3084

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

Advanced Science, Special Topics

Prerequisite	Credit	Grade Level				DOE #
Prerequisite: Yes	1 Credit / Semester 2 Semester Course	9	10	11	12	3092

Advanced Science, Special Topics is any science course that is grounded in extended laboratory, field, and literature investigations in one or more specialized science disciplines (e.g., anatomy/physiology, astronomy, biochemistry, botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry). Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student's course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.

Earth & Space Astronomy	Prerequisite: Biology I, Integrated Chemistry-Physics, or

	Chemistry I

This course will include conducting laboratory and field investigations, using scientific methods, and making informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills. The course will also rely on outside resources such as stargazing and planetarium visits.

Earth & Space Meteorology	Prerequisite: Biology I, Integrated Chemistry-Physics, or Chemistry I

This course will include the fundamental principles governing the behavior of our atmosphere and the duties and methods of the professional meteorologist. Students will gain insight into the exciting discipline of meteorology, discussing topics such as cloud formation, movement in the atmosphere, thunderstorms, tornadoes, meteorological satellites, and climate change. Students will discuss the process of the scientific method and also demonstrate science information literacy skills through source selection and creation of a narrated presentation.

Forensic Science	Prerequisite: Biology I, Chemistry I

This course will serve as an introduction to forensics and will bring together all of the above sciences and math course topics by giving students the opportunity to apply their knowledge base to real world situations. Students will use hands-on lab experiments and case studies to investigate many aspects of crime scene analysis including crime scene reconstruction, evidence recording and collection, glass analysis, fingerprint analysis, trace hair and fiber analysis, document/handwriting analysis, DNA profiling and serology. Guest speakers in this field will give students a feel for the career opportunities that this area of study provides.

Integrated Chemistry & Physics

Prerequisite: Algebra I * *may be taken concurrently	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	3108

Integrated Chemistry & 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.

Human Body Systems

Prerequisite: Principles of Biomedical Sciences STEM Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5216

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.

Medical Interventions

Prerequisite: Principles of Biomedical Sciences STEM Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5217

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.

Principles of Biomedical Sciences

Prerequisite: Biology I* **may be taken concurrently*	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5218

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.

Anatomy & Physiology

Prerequisite: Biology	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	5276

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

Social Studies Course Descriptions

African Studies

Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	1500

African Studies helps students understand and appreciate the diverse peoples, cultures, and economic systems of the African continent. This course examines: (1) the early kingdoms and cities of Africa, (2) early trade routes with Europe and the East, (3) the influence of African culture in the Americas, (4) European colonization of Africa, (5) African influences in the United States, (6) the establishment of independent nations in Africa, and (7) contemporary traditions, literature, art and other aspects of culture.

Current Problems, Issues, & Events

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1512

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.

Economics

Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	1514

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

Indiana Studies

Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				IDOE #
		9	10	11	12	1518

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

cultural expressions.

Psychology

Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	1532

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

Sociology

Prerequisite: None	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	1534

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.

Topics in History

Prerequisite: United States History or World History & Civilization	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	1538

Topics in History provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth- century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.

History of Chicago

The History of Chicago will give students the opportunity to study the history of Chicago, from its early beginnings to the present day. This course will follow the culture: sports, neighborhoods, politics, arts, science and much more. The course will also feature field trips to the "Windy City" during this one-semester course. There are endless opportunities for students to quench their curiosity of Chicago. Come join us in this exciting learning adventure.

History of Sports

This course will examine sports from the beginning of time to the present day. Students will explore how unorganized sports became spectator sports at the collegiate and professional level. It will examine issues dealing with race, class, gender and ethnicity. Specific issues covered will involve the rise of athletic clubs, baseball's popularity in the first half of the 20th century, Sports heroes of the 1920s and 1930s, women's sports, racial segregation in sports, free agency development, Title IX, America's boycott of the 1980 Olympics and the Miracle on Ice in Hockey. Football, Basketball, Track, Gymnastics, Swimming, Boxing, Soccer, Golf and others will all be explored, looking at their beginnings as a sport and issues (positively and negatively) that they have encountered throughout history. This Course will consist of videos, readings,lectures, and discussions.

History of Rock & Roll

This course seeks to balance understanding the development and significance of Rock & Roll in its historical and social environment with maintaining a focus on listening to the music as the main mode of understanding. Students will have a chance to be the rock critic as they study the chronological history of rock and view Rock & Roll films and videos. Class assignments will be organized around lectures, small group discussions, and in-class activities. The course begins with an overview of ancestors and influences: blues, boogie-woogie, jazz, swing, country & western, gospel and popular music, and the crossover success of rhythm & blues acts that marked the true birth of rock & roll. We will study the musical and social trends of the 1960s, including the influence of the British Invasion, which signaled the arrival of rock's second Generation, the rock explosion and social upheaval of the late 1960s, and the changes in Rock & Roll music during the seventies, eighties, and nineties. The course will culminate in an exploration of today’s current musical trends and icons.

Moments that Changed America

This course will examine moments/events that changed America. To help students better understand the major developments in this country and our future direction as a nation, it is imperative to reflect on the century's seminal events and their lasting impact. Students will analyze many events, moments including but not limited to: Declaration of Independence, Fireside Chats, Triangle Shirtwaist Fire, Stock market Crash , assassination of JFK, Suffrage Movement, MLK, Landing on the Moon, civil rights act of 1964, Lindbergh’s flight, Columbine Shooting, 9/11, Woodstock, Watergate.
This course may be repeated if the material in the course is different from one semester to the next.

United States Government

Prerequisite: None Dual Credit: Yes	1 Credit / Semester 1 Semester Course	Grade Level				DOE #
		9	10	11	12	1540

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

United States History

Prerequisite: None Dual Credit: Yes	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1542

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

World History & Civilization

Prerequisite: None World Perspective Focus	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1548

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

AP Psychology

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1558

AP Psychology introduces students to the systematic and scientific study of behavior and mental processes. The AP Psychology course is equivalent to an introductory college-level psychology course. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

AP United States Government & Politics

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1560

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

Students should be able to read a college level textbook and write grammatically correct sentences.

AP United States History

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1562

AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. In AP United States History, students investigate significant events, individuals, developments, and processes from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

AP Microeconomics

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1566

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; Nature and Functions of Product Markets; Factor Markets; and Market Failure and the Role of Government.

Geography & History of the World / Geography & History of the World AH

Prerequisite: None World Perspective Focus	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1570

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

AP Human Geography

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1572

AP Human Geography is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). Topics include: Geography-Nature and Perspectives, Population and Migration, Cultural Patterns and Processes, Political Organization of Space, Agriculture, Food Production, and Rural Land Use, Industrialization and Economic Development, and Cities and Urban Land Use.

AP World History Modern

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	1612

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

Special Education Course Descriptions

Applied Courses

The courses outlined in this section are eligible to serve as “applied” courses for students pursuing an alternate diploma. Applied courses enable students with a broad spectrum of ability levels to access a variety of course content. The method of instruction, accommodations, and any modifications will vary based on the needs of the student (e.g., students with IEPs).

Applied Basic Skills Development

Prerequisite: None	Maximum Applied Units: 4	Grade Level				DOE #
		9	10	11	12	0500 (A)

Applied Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, 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.

Applied Career Information & Exploration

Prerequisite: None	Maximum Applied Units: 4	Grade Level				DOE #
		9	10	11	12	0522 (A)

Applied 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.

Applied Student Store

Applied Student Store is an introductory course that is relevant for teaching students everyday working and communication skills. Each student will have fundamental training and experience in the following areas: Customer service skills, team leadership skills, counting inventory, stock, straightening store, store cleaning duties, and basic retail skills. Daily learning tips will be used including verbal practice on customer service, asking customers pertinent questions, gaining knowledge of products sold, and learning to do a transaction from beginning to end. This includes using the register keys to ring up items, collect money owed, and give back change if needed.

Applied Community Service

Prerequisite: Applied Preparing for College & Careers, Applied Career Information & Exploration	Maximum Applied Units: 4	Grade Level				DOE #
		9	10	11	12	0524 (A)

Applied Community Service is a course created by public law IC 20-30-14. Community service allows students in grades nine through twelve (HEA 1629) the opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that “relates to a course in which the student is enrolled or

intends to enroll."
For each student who wishes to earn credit for community service or volunteer service under this law, the student, a teacher of the student, or a community or volunteer service organization must submit an application to the high school principal including:

1. name of the community service organization or volunteer service organization the student intends to assist;
2. name, address, and telephone number of the director or supervisor of the community service organization or volunteer service organization and, if different from the director or supervisor, the name, address, and telephone number of the individual assigned by the community or volunteer service organization to supervise the student at the activity site;
3. nature of the community service or volunteer service performed by the student with a certification that the service performed by the student is voluntary;
4. total number of hours the student intends to serve the community service organization or volunteer service organization during the school year;
5. written statement by the director or the supervisor of the community service organization or volunteer service organization certifying that the information included in the application is an accurate reflection of:
    a. the student's expectations with regard to the number of hours of service contemplated to be performed; and
    b. the community service organization's or the volunteer service organization's need to acquire the student's service;
6. description of:
    a. the educational or career exploration benefits the student and the school should expect to gain, including the student learning standards to be achieved, from the student's community or volunteer service participation; and
    b. the service and benefit the community service organization or volunteer service organization expects to gain from the student's participation;
7. the description of how the community or volunteer service activity relates to a course in which the student is enrolled or intends to enroll;
8. manner and frequency in which the student and the community or volunteer service activity will be evaluated;
9. the name of the certificated school employee who will be responsible for monitoring and evaluating the student's activity and performance and assigning the student a grade for participation under this section; and
10. any other information required by the principal.

Applied Career Exploration Internship

Prerequisite: Applied Preparing for College & Careers, Applied Career Information & Exploration	Maximum Applied Units: 4	Grade Level				DOE #
		9	10	11	12	0530 (A)

The Applied Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career 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.

Applied English 9

Prerequisite: None	Maximum Applied Units: 4	Grade Level				DOE #
		9	10	11	12	1002 (A)

Applied 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.

Applied English 10

Prerequisite: None	Maximum Applied Units: 4	Grade Level				DOE #
		9	10	11	12	1004 (A)

Applied 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.

Applied English 11

Prerequisite: None	Maximum Applied Units: 4	Grade Level				DOE #
		9	10	11	12	1006 (A)

Applied 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.

Applied English 12

Prerequisite: None	Maximum Applied Units: 4	Grade Level				DOE #
		9	10	11	12	1008 (A)

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.

Applied Economics

Prerequisite: None	Maximum Applied Units: 2	Grade Level				DOE #
		9	10	11	12	1504 (A)

Applied Economics investigates the specific economic effect of market forces and government policies on individuals and major institutional groups, such as business and labor, in the economy. Special attention is given to economic concepts and principles used by consumers, producers, and voters. Learning experiences, such as projects, field trips, and computer applications, are strongly encouraged as ways to demonstrate practical applications of economic concepts.

Applied United States Government

Prerequisite: None	Maximum Applied Units: 2	Grade Level				DOE #
		9	10	11	12	1540 (A)

Applied U.S. 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.

Applied United States History

Prerequisite: None	Maximum Applied Units: 4	Grade Level				DOE #
		9	10	11	12	1542 (A)

Applied U.S. History is a 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.

Applied Geography & History of the World

Prerequisite: None	Maximum Applied Units: 4	Grade Level				DOE #
		9	10	11	12	1570 (A)

Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary

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

Applied Algebra I

Prerequisite: None	Maximum Applied Units: 4	Grade Level				DOE #
		9	10	11	12	2520 (A)

Applied 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.

Applied Geometry

Prerequisite: None	Maximum Applied Units: 4	Grade Level				DOE #
		9	10	11	12	2532 (A)

Applied 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.

Applied Biology

Prerequisite: None	Maximum Applied Units: 4	Grade Level				DOE #
		9	10	11	12	3024 (A)

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

Applied Earth & Space Science

Prerequisite: None	Maximum Applied Units: 4	Grade Level				DOE #
		9	10	11	12	3044 (A)

Applied 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.

Applied Physical Science

Prerequisite: None	Maximum Applied Units: 2	Grade Level				DOE #
		9	10	11	12	3102 (A)

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

Applied Health & Wellness

Prerequisite: None	Maximum Applied Units: 2	Grade Level				DOE #
		9	10	11	12	3506 (A)

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

Applied Physical Education I

Prerequisite: None	Maximum Applied Units: 2	Grade Level				DOE #
		9	10	11	12	3542 (A)

Applied P.E. 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.

Applied Elective Physical Education I

Prerequisite: None	Maximum Applied Units: 8	Grade Level				DOE #
		9	10	11	12	3560 (A)

Applied Elective P.E., 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. Applied Elective P.E. 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.

Applied Business Math

Prerequisite: Algebra I	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	4512

Applied Business Math is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of 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.

Applied Personal Financial Responsibility

Prerequisite: None	Maximum Applied Units: 2	Grade Level				DOE #
		9	10	11	12	4540

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

Applied Adult Roles & Responsibilities

Prerequisite: None	Maximum Applied Units: 2	Grade Level				DOE #
		9	10	11	12	5330

Applied Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and postsecondary education in all career areas related to individual and family life.

Applied Nutrition & Wellness

Prerequisite: None	Maximum Applied Units: 2	Grade Level				DOE #
		9	10	11	12	5342

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

Applied Preparing for College & Careers

Prerequisite: None	Maximum Applied Units: 2	Grade Level				DOE #
		9	10	11	12	5394

Applied Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. 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.

French I

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2020

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

French II

Prerequisite: French I	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2022

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

French III

Prerequisite: French I, French II Dual Credit: Yes World Perspectives-Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2024

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

French-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding French language and culture outside of the classroom.

French IV

Prerequisite: French I, French II, French III Dual Credit: Yes World Perspectives-Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2026

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

German I

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2040

German I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning German language learning, and to various aspects of German-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 German-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 German language and culture outside of the classroom.

German II

Prerequisite: German I	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2042

German II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for German 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 German-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 German language and culture outside of the classroom.

German III

Prerequisite: German I, German II Dual Credit: Yes World Perspectives-Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2044

German III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for German 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 German- 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 German language and culture outside of the classroom.

German IV

Prerequisite: German I, German II, German III Dual Credit: Yes World Perspectives-Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2046

German 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 German-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 German language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native German speakers.

Japanese I

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2060

Japanese I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Japanese language learning, and to various aspects of Japanese-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 simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Japanese- 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 Japanese language and culture outside of the classroom.

Japanese II

Prerequisite: Japanese I	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2062

Japanese II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Japanese 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 sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Japanese-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 Japanese language and culture outside of the classroom.

Japanese III

Prerequisite: Japanese I, Japanese II Dual Credit: Yes World Perspectives-Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2064

Japanese III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Japanese 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 simple paragraphs using characters. This course also emphasizes the continued development of reading and listening comprehension skills, such as using radicals, stroke order, and stroke count to guess meaning. 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. Additionally, students will continue to develop understanding of Japanese- 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 Japanese language and culture outside of the classroom.

Japanese IV

Prerequisite: Japanese I, Japanese II, Japanese III Dual Credit: Yes World Perspectives-Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2066

Japanese 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 Japanese-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 Japanese language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Japanese speakers.

Spanish I

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2120

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

Spanish II

Prerequisite: Spanish I	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2122

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

Spanish III

Prerequisite: Spanish I, Spanish II Dual Credit: Yes World Perspectives-Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2124

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.

Spanish IV

Prerequisite: Spanish I, Spanish II, Spanish III Dual Credit: Yes World Perspectives-Focused	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2126

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.

Language for Heritage Speakers I

Prerequisite: None	1 Credit / Semester 2 Semester Course	Grade Level				DOE #
		9	10	11	12	2190

Language for Heritage Speakers I is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.