

CENTRAL NOBLE HIGH SCHOOL

2017 – 2018 COURSE DESCRIPTIONS AND REQUIREMENTS FOR GRADUATION

SCHEDULING TIPS

Begin by scheduling your required courses (refer to the credit requirement list). Balance required courses with elective courses in your schedule paying close attention to the homework level indicated for each course.

REPEATING COURSES

If a student received a poor grade for the first semester of a course that is required for graduation, and fails the second semester, he/she may ask for permission to repeat the first semester NOT FOR CREDIT, in order to reinforce the necessary background to repeat the failed second semester. Both grades will remain on the transcript, but the higher of the semester grades will receive the credit and be used to calculate G.P.A.

COURSE CHANGES/SELECTION

The master schedule of classes offered will be determined based on student requests. Each student has been given the opportunity to request the course he/she would like to take for the school year. The students are instructed to make their choices based on their interests and needs. Students are provided with course description books, transcripts, and graduation progress reports. Based on those students' requests, only classes that held a viable number are offered. Each student has an opportunity to review his/her schedule prior to the start of the school year. Due to the significant role that each student plays in determining the classes offered and classes he/she is signed up for, there will be no student-initiated schedule changes after the start of the school year or any point after. Only schedule changes initiated by the Guidance department, Administration or at a teacher recommendation will be considered.

GRADING SCALE

A (100 – 93%) = 4.0	A- (92 – 90%) = 3.67	B+ (89 – 87%) = 3.33	B (86 – 83%) = 3.0
B- (82 – 80%) = 2.67	C+ (79 – 77%) = 2.33	C (76 – 73%) = 2.00	C- (72 – 70%) = 1.67
D+ (60 – 67%) = 1.33	D (66 – 63%) = 1.0	D- (62 – 60%) = 0.67	F(59 – 0%) = 0.0

MINIMUM GRADUATION REQUIREMENTS

To receive a high school diploma as a certified graduate of Central Noble High School, students must complete the following courses and earn a total of forty-six (46) credits and meet or exceed State standards on ISTEP+ GQE exam or the End-of-Course Assessment.

English	8 credits	
Mathematics	4 credits	(must include Algebra 1)
Science	4 credits	(must include Biology and 1 credit from a physical science)
Social Studies	4 credits	(must include Economics, Government, US History)
Health	1 credit	
Physical Education	2 credits	
Electives	6 credits	(any courses offered at the high school)
Career Academic Sequence	6 credits	
Flex Credits	5 credits	(can include: additional career-academic sequence, career-technical or college credit, language arts, social studies, mathematics, science, world language, fine arts, or workplace learning)
Total	<u>40 credits</u>	

CORE 40 DIPLOMA (college bound)

English	8 credits	
Mathematics	6 credits	(must include Algebra I, Geometry, Algebra II) Note: All students are required to take math or physics their junior or senior year.
Science	6 credits	(must include Biology I and Chemistry, Physics or ICP and 2 additional Advanced Science credits)
Social Studies	6 credits	(must include World History, US History, Economics, and Government)
Health	1 credit	
Physical Education	2 credits	
Directed Electives	5 credits	(may include courses from Agricultural Education, Business, Career & Technical Education, Cooperative Education, Engineering & Technology, Family and Consumer Sciences, Health Science, and/or Trade and Industrial Education)
Electives	<u>6 credits</u>	(any course offered for high school credit)
Total	40 credits	

*PLEASE NOTE THAT **INDIANA COLLEGES** NOW REQUIRE 2 YEARS OF FOREIGN LANGUAGE*

CORE 40 WITH TECHNICAL HONORS (very competitive)

English	8 credits	
Mathematics	6 credits	(including Algebra I, Geometry, Algebra II) Note: All students are required to take math or physics their junior or senior year.
Science	6 credits	(including Biology I and Chemistry, Physics or ICP and 2 additional Advanced Science credits)
Social Studies	6 credits	(including World History, US History, Economics, Government)
Health	1 credit	
Physical Education	2 credits	
Directed Electives	5 credits	(may include courses from Agricultural Education, Business, Career & Technical Education, Cooperative Education, Engineering & Technology, Family and Consumer Sciences, Health Science, and/or Trade and Industrial Education)
Electives	<u>13 credits</u>	(any course offered for high school credit)
Total	47 credits	

MUST COMPLETE THE FOLLOWING:

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

- Complete all requirements for Core 40.
- Complete a career-technical program (8 or more related credits)
- Earn a grade of "C-" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Recommended: Earn 2 additional credits in mathematics and 4-8 credits in World Languages for four year college admission.
- Complete both of the following:
 - A. Complete 2 dual high school/college credit courses in a technical area
 - B. Earn a State approved, industry recognized certification

CORE 40 WITH ACADEMIC HONORS (Most competitive)

English	8 credits	
Mathematics	8 credits	(must include Algebra I, Geometry, Algebra II and at least 1 additional upper level math course) Note: All students are required to take math or physics their junior or senior year.
Science	6 credits	(must include Biology I and Chemistry, Physics or ICP and 2 additional Advanced Science credits)
Social Studies	6 credits	(must include World History, US History, Economics, and Government)
Health	1 credit	
Physical Education	2 credits	
World/Foreign Language	6 credits	(6 credits in one language)
Fine Arts	2 credits	(includes visual, instrumental, vocal or dramatic arts)
Directed Electives	5 credits	(may include courses from Agricultural Education, Business, Career & Technical Education, Cooperative Education, Engineering & Technology, Family and Consumer Sciences, Health Science, and/or Trade and Industrial Education)
Electives	<u>3 credits</u>	(any courses offered at the high school)
Total	47 credits	

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C-" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" (3.0) or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
 - C. Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
 - D. Earn an ACT composite score of 26 or higher

COURSES HIGHLIGHTED IN **YELLOW** ARE BEING OFFERED DURING THE **2017-2018** SCHOOL YEAR

ADVANCED PLACEMENT

Introduction

Advanced Placement (AP) courses are intended to be equivalent to a similar college level course. The College Board does not designate a time period during which the content of the high school course is to be covered. Most AP courses require two traditional semesters to adequately address the course content and prepare students for the associated exam. The bulleted items following each course description indicate a few AP classes that could conceivably be completed in either one semester or two. All schools wishing to label a course —AP must submit the subject-specific AP Course Audit form and the course syllabus to the *College Board* for each teacher of that AP course. The AP course audit information and is available at www.collegeboard.com/html/apcourseaudit. It is also strongly recommended that all AP teachers take advantage of professional development opportunities in their content area.

Student Selection Criteria for AP courses: The College Board suggests that all students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The College Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their

student population. The IDOE further supports a school developing criteria for admission to AP courses to include, but are not limited to, AP Potential, previous success in content area courses, teacher recommendations and standardized test results.

Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.

AGRICULTURAL EDUCATION

Introduction

Agricultural Education is an active part of the curriculum for many high schools in Indiana. This program area combines the home, the school and the community as the means of education in agriculture and natural resources. The courses provide students with a solid foundation of academic knowledge and ample opportunities to apply this knowledge through classroom activities, laboratory experiments and project applications, supervised agricultural experiences, and the FFA.

The vision and mission of Agricultural Education is that all people value and understand the vital role of agriculture, food, fiber and natural resource systems in advancing personal and global well-being and that students are prepared for successful careers and a lifetime of informed choices in agriculture.

The goals for Agricultural Science and Business students focus on providing learning experiences that will allow them to:

- Demonstrate desirable work ethics and work habits.
- Apply the basic agricultural competencies and the basic background knowledge in agriculture and related occupations.
- Analyze entrepreneurial, business, and management skills needed by students preparing to enter agriculture and related occupations.
- Expand leadership and participatory skills necessary for the development of productive and contributing citizens in our democratic society.
- Gain effective social and interpersonal communication skills.
- Be aware of career opportunities in agriculture and set career objectives.
- Acquire job-seeking, employability, and job-retention skills.
- Advance in a career through a program of continuing education and life-long learning.
- Apply the basic learning skills in reading, writing, thinking, mathematics, communicating, listening, and studying.
- Recognize the interaction of agriculture with governments and economic systems at the local, state, national, and international levels.
- Recognize how new technologies impact agriculture and how agriculture impacts the environment.

It is important to understand and reaffirm that career-technical experiences do not preclude students from going on to higher education; in fact participation actually enhances the opportunity. A growing number of students are combining both college preparation and work-place experiences in their high school preparation. Agricultural Science and Business and the FFA programs have a long history of successfully preparing students for entry level careers and further education and training in the science, business and technology of agriculture. The programs combine classroom instruction and hands-on career focused learning to develop students' potential for premier leadership, personal growth, and career success.

FFA

The FFA is the career and technical education student organization that is an integral part of the instruction and operation of a total agricultural education program. As an intra-curricular organization and essential component of the total program, the local agricultural education teacher(s) serve as the FFA chapter

advisors. The many activities of the FFA parallel the methodology of the instructional program and are directly related to the occupational goals and objectives. As an integral part of the instructional program, district and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired through the agricultural science and agricultural business total program. Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts, and state by participating in national FFA activities.

Instructional activities of the FFA require participation of the agricultural science and agriculture business education students as an integral part of an agricultural education course of instruction and, therefore, may be considered an appropriate use and amount of the allotted instructional time.

ADVANCED LIFE SCIENCE, ANIMALS (L)

5070 (ALS ANIML)

AG5070

Advanced Life Science, Animals, is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out animal-based laboratory and field investigations as an essential course component. Students investigate key concepts that enable them to understand animal growth, development and physiology as it pertains to agricultural science. This course stresses the unifying themes of both biology and chemistry as students work with concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology and chemistry in highly advanced agricultural applications of animal development.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Biology and Chemistry due to course content standards
- Credits: A two semester course, one credit per semester
- Fulfills a Core 40 Life Science requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma

AGRIBUSINESS MANAGEMENT

5002 (AG BUS MGMT)

AG5002

Agribusiness Management is a yearlong course that presents the concepts necessary for managing an agriculture-related business from a local and global perspective. Concepts covered in the course include: exploring careers in agribusiness, global visioning, applying E-commerce, risk management, understanding business management and structures, entrepreneurship, the planning, organizing, financing, and operation of an agribusiness, economic principles, credit, computerized record keeping, budgeting, fundamentals of cash flow, federal, state, property and sales tax, insurance, cooperatives, purchasing, the utilization of information technology in agribusiness, marketing agricultural products, developing a marketing plan, advertising and selling products and services, understanding consumers and buying trends, agricultural law applications and employability skills.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Fundamentals of Agricultural Science and Business. Agribusiness Management semesters should be taken in sequential order, however are not required to be taken consecutively.
- Credits: A two-credit course over two semesters.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY

5088 (AG POW)

AG5088

Indiana Department of Education 33 October 31, 2012 State Approved Course Titles & Descriptions High School Agriculture Power, Structure and Technology is a two semester, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agriculture power, structure and technology.

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 1-3 credit(s) per semester, maximum of 4 semesters, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ANIMAL SCIENCE

5008 (ANML SCI)

AG5008

This course is a yearlong program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. Areas that the students study may be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction and biotechnology, nutrition, aquaculture, careers in animal science, animal health, meeting environmental requirements of animals, and management practices for the care and maintenance of animals.

- Recommended Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of teacher.
- Credits: A two-credit/ two-semester course This course can be offered for a second full year at an advanced level and may also be offered in a two or three hour block with a maximum of six credit hours.
- Animal Science may be offered as a small animal/large animal course and or include an advanced, local content specific application such as aquaculture.
- Fulfills a Life Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FOOD SCIENCE

5102 (FOOD SCI)

AG5102

This course is a yearlong program that provides students with an overview of food science and its importance. Introduction to principles of food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry help students understand the role that food science plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized along with laboratory, team building, and problem solving activities to enhance student learning.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Fundamentals of Agricultural Science and Business.
- Credits: A two credit course over two semesters.
- Fulfills a Life Science or Physical Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

FUNDAMENTALS OF AGRICULTURAL

5056 (FUND AG BUS)

AG5056

Fundamentals of Agricultural Science and Business is a yearlong course that is highly recommended as a prerequisite and foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to careers and the fundamentals of agricultural science and business. Areas to be covered include: agricultural literacy, its importance and career opportunities, plant and soil science, environmental science, horticulture and landscape management, agricultural biotechnology, agricultural science and business tools and equipment, basic principles of and employability in the agricultural/horticultural industry, basic agribusiness principles and skills, developing leadership skills in agriculture, and supervised experience in agriculture/horticulture purposes and procedures. Student learning objectives are defined. Instruction includes not only agriculture education standards but many academic standards are included through the use of —hands-onll problem-solving individual and team activities.

- Recommended Grade Level: Grade 8
- Recommended Prerequisites: None. Credits:
- A two-credit/ two-semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

HORTICULTURAL SCIENCE

5132 (HORT SCI)

AG5132

Horticultural Science is a yearlong course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, hydroponics, floriculture and floral design, management practices for field and greenhouse production, interior plantscapes, marketing concepts, production of herbaceous, woody, and nursery stock, fruit, nut, and vegetable production, integrated pest management and employability skills. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

- Recommended Grade Level: Grade 10-12
- Recommended Prerequisites: Fundamentals of Agricultural Science and Business.
- Credits: A two-credit/ two-semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Fulfills a Life Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

LANDSCAPE MANAGEMENT I

5136 (LAND MGMT)

AG5136

Landscape Management is a yearlong course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications, management and employability skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program plus learning and demonstrating other skills, students have the opportunity to receive an industry approved State Certificate of Mastery in Landscape Management.

- Recommended Grade Levels: 10-12
- Recommended Prerequisite: None. This course can be offered for a second full year at an advanced level and may also be offered in a two or three hour block for four semesters with a maximum of twelve credit hours.
- Credits: A two-credit/two-semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

NATURAL RESOURCE MANAGEMENT

5180 (NAT RS MGMT)

AG5180

This course is a yearlong program that provides students with a background in natural resource management. Students are introduced to career opportunities in natural resource management and related industries, understanding forest ecology importance, recognizing trees and their products, tree growth and development, forest management, measuring trees, timber stand improvement and urban forestry, soil features, erosion and management practices, conservation practices, water cycles, uses, quality standards, reducing water pollution, conducting water quality tests, watersheds, and its importance to natural resource management, hazardous waste management, native wildlife, waterfowl, wetlands, and fish management, topography map use, management of recreational areas, game bird and animal management, outdoor safety, and weather. —Hands-on learning activities encourage students to investigate areas of environmental concern including: identification and management of ecosystems, natural succession identification, natural communities, recycling and management of waste in the environment, soil conservation management practices, land uses, and air quality.

- Recommended Grade Level: Grade 10-12
- Recommended Prerequisites: Fundamentals of Agricultural Science and Business
- Credits: A two-credit/two-semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

PLANT AND SOIL SCIENCE

5170 (PLT SL SCI)

AG5170

Plant and Soil Science is a yearlong course that provides students with opportunities to participate in a variety of activities including laboratory work. Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, environmental factors affecting plant growth, integrated pest management plants and their management, biotechnology, the basic components and types of soil, calculation of fertilizer application rates and procedures for application, soil tillage and conservation, irrigation and drainage, land measurement, grain and forage quality, cropping systems, precision agriculture, principles and benefits of global positioning systems and new technologies, harvesting, and career opportunities in the field of plant and soil science.

- Recommended Grade Level: Grade 10-12
- Recommended Prerequisites: Fundamentals of Agricultural Science and Business or by permission of the teacher.
- Credits: A two-credit/two-semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Fulfills a Life Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SUPERVISED AGRICULTURAL EXPERIENCE

5228 (SAE)

AG5228

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory, and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents, and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated.

- Recommended Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business
- Credits: A maximum of eight credits may be earned in this course when offered as a —non-co-op,II one hour course over eight semesters, some of which can be earned during summer sessions. Curriculum content and competencies should not be duplicated when multiple credits are being earned.
- Credits: A maximum of twelve credits may be earned in this course when offered as an SAE Cooperative Education course (one credit for related instruction and two credits for on the job training – over four semesters = 12 credit hours). On the job training credit hours may be increased in approved situations.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS

Introduction

Today's business world demands that students leave our schools prepared to meet the needs of employers and colleges. Many people—parents, students, legislators, and even other educators—believe that Career Technical Education: Business & Information Technology programs are only for students who expect to pursue a career in business. In reality, however, these programs provide a foundation for success for **all students**, regardless of their ultimate goals in life. Business competencies are required in all professions, not only technical skills but also an understanding of business operations and the social contexts of employment settings that determine how specific skills are applied.

Great strides have been made in the preparation of students for the workplace and post-secondary activities. Career Technical Education: Business & Information Technology programs have changed dramatically to meet the needs of business today. Training has evolved from primarily clerical/secretarial training to the development of many related skills. Business now expects that persons understand the basic concepts utilized in all positions/professions. Increasingly, more management personnel are responsible for many of the tasks once assumed by a receptionist or secretary, while decision making/problem solving is necessary at all levels. Career Technical Education: Business & Information Technology programs are intended to provide students with situations which will allow them to experience those skills needed to succeed in the career and/or educational endeavors they pursue. Graduates of these programs should be prepared to understand the demands of others, to analyze rapidly changing events, and to formulate responsive, rational, and proactive approaches to decision making.

The CTE: Business & Information Technology Programs have been planned to allow students to prepare for careers in business while providing instruction that matches their abilities, interests, and personal qualities. The sequence of learning experiences offered will provide the opportunity for students to achieve their highest level of occupational competency.

The mission of Career Technical Education: Business & Information Technology in Indiana is to work cooperatively with the business community to prepare all individuals to live and work as productive citizens in a changing global society by providing essential business experiences, education, and training that will allow the student to have a greater chance of success in any career.

Business and industry surveys indicate that economic survival in the 21st century will demand that students know and understand both fundamental and technical concepts of business as well as possess the ability to execute these concepts in nearly any setting. All persons regardless of age, gender, and career aspirations, can benefit from participating in business education.

Today's global society challenges the talents and imaginations of Indiana's diverse student population. Like never before, they face a competitive environment that demands creative, innovative, market-driven solutions to new problems and new opportunities. Graduates of secondary and post-secondary schools must be prepared to understand the needs and demands of others, to analyze rapidly changing events, and to formulate responsive, rational, and proactive approaches to decision making.

Looking to the future and adjusting and adapting as innovations emerge, the business education curriculum has changed dramatically over the years and now parallels the practices being implemented in the business world both at home and abroad. As the explosion of technology began impacting businesses in an unprecedented manner, business education quickly adjusted the curriculum to follow suit. When American businesses began to expand their frontiers to include global transactions, business education began incorporating international content into the curriculum. Business education has never been a static, stationary discipline; rather, it is an emerging, expanding, and challenging field.

The mission of Business, Marketing, and Information Technology Education in Indiana is to work cooperatively with the business community to prepare all individuals to live and work as productive citizens in a changing global society by providing essential business experiences, education, and training. These experiences should actively engage students using instructional strategies that rely on the use of technology and practices that reflect current and emerging business procedures.

Today's men and women have unlimited career opportunities. The greater freedom of occupational choice for all individuals is having a marked effect on the Business, Marketing, and Information Technology Education curriculum. Few areas have changed curriculum, technology, directions, and equipment more than the Business, Marketing, and Information Technology Education area. In keeping pace with the challenges of a new frontier in business, great strides have been made in the development of a curriculum

that will meet and challenge the needs of our diverse population as we continue to adapt to changes in the 21st Century.

ACCOUNTING I

4524 (ACC I)

BU4524

Accounting I is a business course that 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. Instructional strategies should include the use of computers, projects, simulations, case studies, and business experiences requiring the application of accounting theories and principles.

- Recommended Grade Level: 10-12
- Recommended Prerequisite: Business Foundations, Computer Applications, Algebra I
- Credits: A two-credit course over two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS AND PERSONAL LAW

4560 (BUS PERSLAW)

BU4560

Business and Personal Law is a business course that provides an overview of the legal system. Topics covered include: Basics of the Law, Contract Law, Employment Law, Personal Law, and Property Law. Both criminal and civil trial procedures are presented. Instructional strategies should include mock trials, case studies, professional mentoring, job shadowing, field trips, guest speakers, and Internet projects.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Business Foundations
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS FOUNDATIONS

4518 (BUS FND)

BU4518

Business Foundations is an introductory business course that provides the framework for pursuing additional business courses. This core course acquaints students with economics, entrepreneurship, management, marketing, law, risk management, banking, personal finance, and careers in business. The importance and application of business etiquette and ethics are included. Opportunities may be provided for the student to participate in job shadowing, job mentoring, and other field experiences. Instructional strategies may include simulations, projects, and cooperative ventures between the school and the community.

- Recommended Grade Level: 9-10
- Recommended Prerequisite: None
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS MATH

4512 (BUS MATH)

BU4512

Business Math is a business 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.

- Recommended Grade Level: 10-11
- Recommended Prerequisite: Algebra I
- Credits: A two-credit course over two semesters
- Fulfills a Mathematics requirement for the General Diploma only or counts as an Elective or Directed Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS, MANAGEMENT, AND FINANCE

5268 (BUS MT FIN)

BU5268

Business, Management, and Finance is a career and technical education business course that prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student's career and educational goals. Instructional strategies should include in-baskets, minibaskets, LAPS, field trips, guest speakers, Internet searches, simulations, internships, and cooperative ventures between school and community.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Algebra I, Accounting I, Computer Applications
- Credits: A two- to eight-credit course over two to eight semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- May be offered over a two- or three-year period by subtitling the course as determined by the school
- Meets Indiana's Financial literacy requirement (IC 20-30-5-19)

DIGITAL CITIZENSHIP

4530 (COMP APPS)

BU4530

Computer Applications is a business course that provides instruction in software concepts using a Windows-based professional suite, which includes word processing, spreadsheet, database, graphics, and presentation applications. Instruction in basic computer hardware and operating systems that support software applications is provided. Additional concepts and applications dealing with software integration, Internet use, and information about future technology trends are included. Instructional strategies should include teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem-solving and critical-thinking activities, simulations, and minibaskets/in-basket projects.

- Recommended Grade Level: 9
- Recommended Prerequisite: Business Middle Level
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

COMPUTER APPLICATIONS, ADVANCED

4528 (COMP APP ADV)

BU4528

Computer Applications, Advanced is a business course that integrates computer technology, decision-making, and problem-solving skills. Areas of instruction include advanced applications and integration of a professional software suite and the use of emerging technology. Students should be given the opportunity to seek business/industry certification, such as Microsoft Office Specialist (MOS) certification. Instructional strategies may include collaborative instruction, peer teaching, in-baskets, minibaskets, LAPs, school and community projects, and a school-based enterprise.

- Recommended Grade Level: 10-12
- Required Prerequisite: Computer Applications
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENTREPRENEURSHIP

4566 (ENTREPREN)

BU4566

Entrepreneurship is a specialized business course designed to enable students to acquire the knowledge and develop the skills needed to effectively organize, develop, create, and manage their own business. Topics addressed include the assessment of entrepreneurial skills, the importance of business ethics, and the role of entrepreneurs in a free enterprise system. Students will develop a written business plan for a business of their choice. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Marketing, Marketing Foundations or Business Foundations
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

GLOBAL ECONOMICS

4558 (GLOB ECON)

BU4558

Global Economics is a business course that provides students with an understanding of their role as consumers and producers in domestic and global economies. This course enables students to understand how the economic system operates while comprehending their role in that system. Students deal with public policy, international economics, microeconomics, and macroeconomics in comparing economic systems and using selected economic measures. Instructional strategies may include development of a school-based enterprise, case studies, field trips, guest speakers, job shadowing, simulations, Internet research, and business experiences.

- Recommended Grade Level: 12
- Recommended Prerequisite: None
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- May fulfill up to one graduation credit of the Economics requirement

PERSONAL FINANCIAL RESPONSIBILITY

4540 (PRSFINRSP)

BU4540

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

- Recommended Grade Level: Grade 9 - 12
- Recommended Prerequisites: None
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Meets Indiana's Financial literacy requirement (IC 20-30-5-19)

PREPARING FOR COLLEGE AND CAREERS

5394 (PRE CCS)

FC5394

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 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PRINCIPLES OF MARKETING

5914(PRN MRKT)

BU5914

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

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: None
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit

WORK BASED LEARNING

5974 (WBL)

BU5974

Work Based Learning is an instructional strategy that can be implemented as a component of any CTE course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating achievement and performance. A school may choose to use a single model or differentiate instruction by using multiple models depending on a student's pathway and career objectives. The models are Apprenticeship, Cooperative, Internship, School Based Enterprise, Service Learning Based. Students are monitored in their experiences by the teacher.

- Recommended Grade Level: Grade 12
- Required Prerequisites: Preparing for College and Careers; 4 credits of introductory and advanced courses related to a student's pathway
- Credits: 1--3 credits per semester, maximum of 6 credits
- •Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors

ENGINEERING AND TECHNOLOGY EDUCATION, PROJECT LEAD THE WAY – PRE-ENGINEERING

INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS

4796 (INT ADV MFTG)

TE4796

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

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: None
- Credits: 2 semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO COMMUNICATIONS

4790 (INT COMM)

TE4790

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

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: None
- Credits: 2 semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO CONSTRUCTION

4792 (INT CONST)

TE4792

Introduction to Construction is a course that will offer 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, 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.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: None
- Credits: 2 semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO TRANSPORTATION

4798 (INT TRANS)

TE4798

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

- Recommended Grade Level: Grade 9-12
- Recommended Prerequisites: None
- Credits: 1 credit per semester, 2 semesters maximum, maximum of 2 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO ENGINEERING DESIGN (PLTW)

4812 (IED)

TE4812

Introduction to Engineering Design is an introductory course which develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, is state of the art and are currently being used by engineers throughout the United States. Only those schools having a signed agreement with the national Project Lead the Way organization can use this course title.

- Recommended Grade Levels: 9-12
- Recommended Prerequisite: Algebra I or concurrently enrolled in Algebra I
- Credits: A two credit, two semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PRINCIPLES OF ENGINEERING (PLTW)

4814 (POE)

TE4814

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in postsecondary education programs and engineering careers. They will also learn how engineers address concerns about the social and political consequences of technological change.

- Recommended Grade Levels: 9-10
- Recommended Prerequisites: Introduction to Engineering Design
- Credits: A two credit, two semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Introduction

A balance of reading, writing, listening, speaking, grammar, literature, and media studies are the most important academic functions in every area of learning—not just as individual subject areas. Reading and language arts is not just something we should do primarily to be used to develop a competent and competitive work force but, further, to connect ourselves more fully with others in our society and the world. Teachers, then, create a sense of community within the classroom as they share this knowledge and help students to understand all aspects of reading and the language arts, including the ability to think critically, and then act on this knowledge that empowers both teachers and students to expand beyond the classroom into the larger societal community.

The goal of the study of *literature* is to provide students with frequent and continual opportunities to: (1) learn and apply essential skills in reading and writing; (2) read widely to build a better understanding of various types of texts, genres, and cultures of our country and those in other parts of the world; (3) read well; (4) acquire new information that will assist in responding to the needs of the workplace and society as a whole; and (5) make reading a lifelong pursuit. Literature courses provide students with opportunities to respond to literature critically, reflectively, and imaginatively both in writing and speaking and to develop concepts and strategies for making independent critical evaluations of literature. These types of courses enhance students' awareness of various cultures and develop a sense of identity. Literature courses include reading for pleasure and expose students to reading materials available in school media centers and public libraries.

The goal of *composition* is to provide students with frequent and continual opportunities to learn and apply essential skills in writing, using a process that includes: (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) producing a final, corrected product. Strategies should include evaluating and responding to the writing of others. In addition to instruction in creating clear, coherent, and organized paragraphs and multi-paragraph essays for a variety of audiences and purposes, the courses teach strategies for collecting and transforming data for use in writing as well as teach criteria to use in the evaluation and revision of various types of writing. Instruction in grammar, usage, and mechanics is integrated with writing instruction so that students develop a common language for discussion. All writing in its final publication form follows accepted conventions of language, style, mechanics, and format.

The State Board of Education requires eight credits in the English/language arts area for graduation from Indiana high schools. All courses should be based on *Indiana's Academic Standards for English/Language Arts*. The courses that meet Indiana Core 40 requirements should also meet state academic standards. A course that primarily emphasizes the completion of: (1) forms, (2) letter writing, (3) worksheets, and (4) skill-and-drill does not meet the English/language arts credit graduation requirements.

AMERICAN LITERATURE

1020 (AMER LIT)

LA1020

American Literature, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of representative works and authors of the United States from pre-Revolutionary times to the present. Students read, analyze, evaluate, critique, and actively respond to a wide variety of literary genres that reflect American culture, including quality works of various ethnic and cultural minorities. Students compare readings and media from literature, history, and other subjects by demonstrating how the ideas and concepts presented in the works are interconnected, distinctly American, and important to an understanding of the development of the current culture.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 or 2 credits
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOGRAPHIES

1024 (BIOGRPHIES)

LA1024

Biographies, a course based on Indiana's Academic Standards for English/Language Arts, is a study of outstanding examples of biographical literature from various historical eras, cultures, and authors (both men and women). Students examine autobiographies, legendary narratives of historical figures, and hagiographies (venerated persons). Students analyze works written for different purposes, such as moralistic, inspirational, entertainment, and cautionary. Students analyze the assumptions of the author and the relationship between the author and the subject of the biography in order to determine reliability and validity of the work.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CONTEMPORARY LITERATURE

1054 (CONTEM LIT)

LA1054

Contemporary Literature, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study of how post-1950s literature from around the world, such as North and South America, Europe and Great Britain, the Middle East, and post-colonial Africa and Asia, addresses contemporary issues. Students examine multiple genres to develop a sense of how particular genres are used today to represent ideas and events. Students analyze different theories and methods of textual criticism especially theories popular currently. Students analyze how the interpretations and themes of contemporary literature read in this course relate to the time period and to historical issues.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CREATIVE WRITING

1092 (CREAT WRIT)

LA1092

Composition, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study and application of the rhetorical (effective) 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.

CREATIVE WRITING PROJECT:

Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

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DEVELOPMENTAL READING (Read 180)

1120 (DEV READNG)

LA1120

Developmental Reading is a supplemental course that provides students with individualized instruction designed to support success in completing language arts course work aligned with Indiana's Academic Standards for English/Language Arts in Grades 9-12 and the Common Core State Standards for English/Language Arts, focusing on the Reading Standards (Standards 1, 2, and 3).

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is for students who need additional support in vocabulary development and reading comprehension.
- NOTE: The course may also be used for students who need extra preparation to take Advanced Placement classes or college placement examinations.

ENGLISH 9

1002 (ENG 9)

LA1002

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

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH 10

1004 (ENG 10)

LA1004

English 10, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 10 and the Common Core State Standards for English/Language Arts, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes 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 appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: English 9 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH 11

1006 (ENG 11)

LA1006

English 11, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 11 and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and 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 appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 11
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH 12

1008 (ENG 12)

LA1008

English 12, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* for Grade 12 and the *Common Core State Standards for English/Language Arts*, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH LITERATURE

1030 (ENG LIT)

LA1030

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

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 or 2 credits
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Course should use Indiana Academic Standards for grade 11 or 12

ENGLISH LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT

1056 (LNG/COMP AP)

LA1056

English Language and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Recommended Grade Level: Grade 11 or 12 (College Board does not designate when this course should be offered).
- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- English 12 could be incorporated into this course, if this course is offered at Grade 12

ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT

1058 (LIT/COMP AP)

LA1058

English Literature and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Recommended Grade Level: Grades 11 and 12
- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- College Board does NOT designate the grade level (Grade 11 or 12) when this course should be offered.
- English 12 could be incorporated into this course, if this course is offered at Grade 12

FILM LITERATURE

1034 (FILM LIT)

LA1034

Film Literature, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film

and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. **FILM LITERATURE PROJECT:** Students complete a project, such as doing an historical timeline and bibliography on the development of film or the creation of a short- subject film, which demonstrates knowledge, application, and progress in the Film Literature course content.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

LANGUAGE ARTS LAB

1010 (LANG LAB)

LA1010

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with *Indiana's Academic Standards for English/Language Arts* in Grades 9-12 and the *Common Core State Standards for English/Language Arts*, focusing on the Writing Standards (Standards 4, 5, and 6).

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels.
- Counts as an English/Language Arts Elective only for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is for students who need additional support in all the language arts (reading, writing, speaking and listening), especially in writing.
- **NOTE: The course may also be used for students who need extra preparation to take Advanced Placement classes or college placement examinations.**

NOVELS

1042 (NOVELS)

LA1042

Novels is a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors from the past and present or sets of novels from a specific era or across several eras.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

SPEECH

1076 (SPEECH)

LA1076

Speech, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts Standards*, 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 multi-media 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.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1 or 2 credits
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

STUDENT PUBLICATIONS

1086 (STDNT PUBS)

LA1086

Student Publications, a course based on the High School Journalism Standards and the Student Publications Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of 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 publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

- Recommended Grade Level: Grades 9 - 12
- Recommended Prerequisites: Journalism, Mass Media, or teacher recommendation
- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three or four years by titling the course Beginning, Intermediate, or Advanced.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or two (2) credits accrued as an English/Language Arts requirement for the General Diploma only if the course work addresses Indiana's Academic Standards for English/Language Arts Journalism.
- Standards:<http://www.doe.in.gov/opd/languagearts/publications.html>
- NOTE: This is the designated school newspaper or yearbook course

THEMES IN LITERATURE

1048 (THEMES LIT)

LA1048

Themes in Literature, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is a study of universal themes, such as the journey of the hero, the trials of youth, the search for identity, and other themes appropriate to the level and interests of students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FAMILY AND CONSUMER SCIENCES

Introduction

Family and Consumer Sciences has roots in both academic and career/technical (vocational) education and easily reaches beyond the education system into the community as it focuses on the needs of individuals and families. Essential preparation for success of all students includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied contexts. As

the future members and leaders of tomorrow's families, workplaces, and communities, students need to be able to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives.

ADULT ROLES AND RESPONSIBILITIES

5330 (ADULTROLES)

FC5330

Adult Roles and Responsibilities builds knowledge skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. A project-based approach that utilizes higher order thinking, communication, leadership, and management is recommended in order to integrate suggested topics into the study of individual and family issues. The focus is on becoming independent, contributing, and responsible participants in family, community, and career settings. Topics include living independently and family formation; financial management; analysis of personal standards, needs, aptitudes and goals; integration of family, community, and career responsibilities; consumer choices and decision making related to nutrition and wellness, clothing, housing, and transportation; relationship of technology and environmental issues to family and consumer resources; and community roles and responsibilities of families and individuals. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This course is designed for students who may not have had other FACS classes and is recommended for all students regardless of their career cluster or pathway, in order to build skills needed for assuming the roles and responsibilities they will encounter as they prepare to complete high school and enter the adult world.

- Recommended Grade Levels: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **One of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)**

ADVANCED CHILD DEVELOPMENT

5360 (ADVCHLDDEV)

FC5360

Advanced Child Development is a sequential course that addresses more complex issues of child development and early childhood education with emphasis on guiding physical, social, emotional, intellectual, moral, and cultural development throughout childhood, including school age children. Topics include positive parenting and nurturing across ages and stages; practices that promote long-term well-being of children and their families; developmentally appropriate guidance and intervention strategies with individuals and groups of children. Students will access, evaluate, and utilize information, including brain/learning research and other research results to meet needs of children, including children with a variety of disadvantaging conditions. Students will explore "all aspects of the industry" for selected child-related careers. Authentic applications are required through field-based or school-based experiences with children in locations such as observation/interaction laboratories, preschools, elementary schools, or daycare settings. Service learning experiences are highly recommended. A thoroughly documented student portfolio is required. This course is recommended for any student for enrichment and as a foundation for students with interests in any child-related career or profession.

- Recommended Grade Level: Grade 11 or 12
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED NUTRITION AND FOODS

Advanced Nutrition and Foods is a sequential course that builds on concepts from Nutrition and Wellness or Culinary Arts Foundations. This course addresses more complex concepts in nutrition and foods, with emphasis on contemporary issues, or on advanced special topics such as International, Regional, and/or Cultural Foods; Food Science, Nutrition, or Dietetics; or with emphasis on a particular aspect of the food industry, such as Baking, Catering, or Entrepreneurial Endeavors. Higher order thinking, communication, leadership and management processes will be integrated in classroom and laboratory activities. Topics include: In-depth study of daily nutrition and wellness throughout the life span; Acquiring, organizing, and evaluating information about foods and nutrition; Selecting and preparing nutritious meals; Safety and sanitation in food production; Meal planning and preparation for specific economic, psychological, and nutritional needs; Community and world food concerns, including scarcity and hunger; Advanced impacts of science and technology on nutrition, food, and related tools and equipment; Exploring careers in nutrition and food industries. Laboratory experiences with advanced applications are required. School-based entrepreneurial enterprises, field-based observations/experiences or internships, and service learning activities are recommended.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: Nutrition and Wellness or permission of instructor
- Credits: One-semester or two-semester course, one credit per semester - course may be repeated for up to four semesters to accommodate a variety of special topics in advanced nutrition and foods
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CHILD DEVELOPMENT AND PARENTING

Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of child development and parenting. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This course is recommended for all students regardless of their career cluster or pathway to build basic parenting skills and is especially appropriate for students with interest in human services and education-related careers.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester (Schools offering this course for two semesters may title the course(s) "Child Development and Parenting 1" and "Child Development and Parenting 2", or they may use "Child Development" for one semester and "Parenting" for the other semester)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **One of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)**

CONSUMER ECONOMICS

5334 (CONS ECON)

FC5334

Consumer Economics enables students to achieve high standards and competencies in economic principles in contexts of high relevancy and applicability to their individual, family, workplace, and community lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of consumer economics issues. The course focuses on interrelationships among economic principles and individual and family roles of exchanger, consumer, producer, saver, investor, and citizen. Economic principles to be studied include scarcity, supply and demand, market structure, the role of government, money and the role of financial institutions, labor productivity, economic stabilization, and trade. Depending on needs and resources, this course may be taught in a local program. In schools where it is taught, it is recommended for all students regardless of their career pathway, in order to build basic economics proficiencies.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: None
- Credits: One-semester course, one credit per semester
- Fulfills a Social Studies requirement for the General Diploma only and counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CULINARY ARTS FOUNDATIONS

5438 (CULART FND)

FC5438

Culinary Arts Foundations is an exploratory course for students considering career pathways related to culinary arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics safety, sanitation, storage and recycling processes in the industry; impacts of science and technology on the industry; and culinary arts career pathways. Students are able to explore this industry in depth and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic industry skills are required components of this course. Students are expected to prepare for and obtain state-approved food handler certification. This course 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 interest in career clusters related to culinary arts and food and nutrition. This course is recommended as a core component of the four-year career plans for the career clusters of agriculture, food & natural resources; science, engineering & information technology; education & training; and personal & commercial services.

- Recommended Grade Level: Grade 9 or 10 or permission of the instructor
- Recommended Prerequisites: Preparing for College and Careers
- Credits: One or two-semester career foundations/preparation course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FAMILY AND CONSUMER SCIENCES (FACS) ISSUES AND APPLICATIONS

5336 (FCS ISSUES)

FC5336

Family and Consumer Sciences (FACS) Issues and Applications is an advanced-level, project-based course in which students integrate higher order thinking, communication, leadership, and management

processes to conduct investigations in family and community services at the local, state, national, or global/world level. Each student will create a vision statement, establish standards and goals, design and implement an action plan and timeline, reflect on their accomplishments, and evaluate results. Authentic, independent application through FCCLA student-directed programs or projects, internship, community based study, or in-depth laboratory experience is required. Research and development, interdisciplinary projects, and/or collaboration with postsecondary faculty, community agencies or organizations, or student organizations are appropriate approaches. Service learning experiences are highly recommended. Achievement of applicable FACS, academic, and employability competencies will be documented through a required student portfolio. This course is recommended for all students who are ready to pursue in-depth, independent study of FACS and/or FCCLA in the context of family and community services. It is especially appropriate for students with interest in human services, education, and other "helping" professions.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: Preparing for College and Careers OR Interpersonal Relationships; Child Development and Parenting OR Human Development and Family Wellness OR Nutrition and Wellness, depending on area of concentration; or Permission of Instructor through an Application Process. Additional FACS courses and other course(s) related to topics studied
- Credits: One-semester or two-semester course, one credit per semester - course may be repeated for up to four semesters to accommodate a variety of special topics in Family and Consumer Sciences
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FASHION AND TEXTILES I

5380 (FSHNTX FND)

FC5380

Fashion and Textiles Foundations addresses knowledge and skills related to design, production, acquisition, and distribution in fashion and textiles arenas. Topics include exploration of textiles and fashion industries; elements of science and design in textiles and apparel; textiles principles and applications; social, psychological, cultural and environmental aspects of clothing and textiles selection; clothing and textile products for people with special needs; critical thinking applied to consumer options for fashion, textiles, and related equipment and tools; care and maintenance of textile products, equipment, and tools; impacts of technology; construction and alteration skills; contemporary issues, including global applications. Work-based, entrepreneurial, experimental, laboratory, and/or service learning experiences are to be included; and portfolio activities are required.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester (May be taken for more than one year, with progressive advancement of content standards and technical skills each semester)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

HOUSING AND INTERIOR DESIGN FOUNDATIONS

5350 (HID FND)

FC5350

Housing and Interior Design Foundations addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle. Economic, social, cultural, technological, environmental, maintenance, and aesthetic factors are considered. The project-based approach in this course utilizes higher order thinking, communication, leadership, and management

processes to integrate housing and interior design content. Topics to be studied include: housing styles, locations, zones, restrictions, and ownership options; managing resources (including financing options and tax considerations) to provide shelter; contemporary housing issues, including homelessness; environmental and energy issues; impacts of technology; housing to meet special needs; elements and principles of design related to interiors, housing, and architecture; creating functional, safe, and aesthetic spaces; historical aspects and contemporary trends in housing, interiors, furniture, and appliances; exploration of housing-related careers. Applications through authentic settings such as work-based observations, internships, and service learning experiences (e.g., Habitat for Humanity) are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. This course is recommended for any student for enrichment and as a foundation for students with interests in any career or profession related to housing, interiors, and furnishings. It is recommended as a core component of the four-year career plans for the career clusters of agriculture, food & natural resources; art, A/V technology & communications; science, engineering & information technology; manufacturing & processing; business, management & finance; building & construction; education & training; health services; personal & commercial services; social & recreational services; law, public safety & security; and marketing, sales & promotion.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: None
- Credits: One credit per semester, one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

HUMAN DEVELOPMENT AND FAMILY WELLNESS

5366 (HUMAN DEV)

FC5366

Human Development and Family Wellness addresses development and wellness of individuals and families throughout the life cycle. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of human development and family wellness issues. Topics include human development and wellness theories, principles, and practices; roles, responsibilities, and functions of families and family members throughout the life cycle; individual and family wellness planning; prevention and management of illnesses and disease; impacts of diverse perspectives, needs, and characteristics on human development and family wellness; gerontology and intergenerational aspects, including adult care giving; contemporary family issues, including ethics, human worth and dignity, change, stress, and family crisis-abuse-violence; physical, mental, and emotional health issues, including substance use/abuse and eating disorders; managing the family's health-related resources; community services, agencies, and resources; and exploration of human and family services careers. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester
- This may be a one-semester or two-semester course, depending on local needs and resources. Regardless of the length of the course, the emphasis is on the development and wellness of individuals and families throughout the life cycle.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **This course is one of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)**

INTERPERSONAL RELATIONSHIPS

Interpersonal Relationships addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of interpersonal relationships. Topics include components of healthy relationships, roles and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g., power, conflicting interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communications styles; techniques for effective communication, leadership and teamwork; individual and group goal setting and decision making; preventing and managing stress and conflict; addressing violence and abuse; and related resources, services and agencies. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **One of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)**

NUTRITION AND WELLNESS

Nutrition and Wellness enables students to realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; planning for Wellness and fitness; selection and preparation of nutritious meals and snacks based on USDA Dietary Guidelines including the Food Guide Pyramid; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic nutrition and wellness knowledge and skills, and is especially appropriate for students with interest in human services, wellness/fitness, health, or food and nutrition-related career pathways.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Local programs may offer a version of this course for a specific student population, for instance, seniors who have never had a foods course. Such a course may be differentiated from the regular course offering by using a subtitle in addition to *Nutrition and Wellness*. A student may earn credits for multiple versions of the course. No waiver is required in this instance.
- **One of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)**

PERSONAL FINANCIAL RESPONSIBILITY

4540 (PRSFINRSP)

BU4540

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

- Recommended Grade Level: Grade 9 - 12
- Recommended Prerequisites: None
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PREPARING FOR COLLEGE AND CAREERS

5394 (PRE CCS)

FC5394

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 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **One of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)**

FINE ARTS

Introduction

In order to provide a quality education for every child in Indiana, it is important to provide for all aspects of human growth. The artistic, expressive, and cultural aspects of each child's intellectual, emotional, physical, and social development are vital components of this growth. Research involving the impact of arts education upon mental functions supports the convictions of many educators, parents, and business leaders that the fine arts are essential due to their ability to provide students with the means to think, feel, and understand the world around them in unique ways. Literacy in the arts strengthens a person's participation in society by enhancing problem solving and communication skills as well as fostering self-expression, aesthetic awareness, and multiple points of view. For these reasons, a curriculum in each of the

fine arts should be available to all students so that they may become self-directed toward lifelong learning in the arts.

The purpose of each fine arts curriculum is to promote lifelong participation in the arts by developing skilled creators, performers, critics, listeners, and observers of the arts. Students can use the arts as a means of: (1) self-expression and communication, (2) development of critical thinking skills, (3) self-knowledge and understanding of the world around them, and, (4) increasing awareness of the artistic heritage of other cultures, as well as their own.

Students who are proficient in the fine arts grow in their ability to think and learn independently. Their view of the world expands as creative avenues to expression and understanding are developed. Ultimately, the entire community benefits through the creativity, vision, and empathy fostered in the fine arts.

In order for this to happen, students must be immersed in opportunities to learn about the arts, perform and create in one or more of the art forms, and learn to analyze and critique the arts. The goals for students in grades kindergarten through grade twelve (k-12) are to enable each student to do the following:

- develop one's artistic skills;
- become confident in one's abilities in the arts;
- become a creative problem solver;
- appreciate the value of the arts;
- communicate through the arts;
- communicate about the arts;
- exhibit knowledge of the historical and cultural diversity of the arts; and
- exhibit knowledge of criticism and aesthetics in the arts.

Music Course Titles

ADVANCED CHORUS (L) (Show Choir)

4188 (ADV CHOR)

FA4188

Advanced Chorus is also known as CN CeNsation Show Choir and 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.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Beginning Chorus
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED CONCERT BAND (L)

4170 (ADV BAND)

FA4170

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.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Beginning and Intermediate Concert Band
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

APPLIED MUSIC (L)

4200 (APPL MUS)

FA4200

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

- Recommended Grade Level: 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BEGINNING CHORUS (L)

4182 (BEG CHOR)

FA4182

Beginning Chorus also known as Concert Choir is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus (Concert Choir) 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.

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BEGINNING CONCERT BAND (L) (Split into Brass and Woodwind)

4160 (BEG BAND)

FA4160

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.

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CHORAL CHAMBER ENSEMBLE (L) (Chamber Choir)

4180 (CHRL ENSEM)

FA4180

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.

- Recommended Grade Level: 10, 11, or 12
- Laboratory course
- Credits: a 1--semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and
- Core 40 with Technical Honors diploma

JAZZ ENSEMBLE (L)

4164 (JAZZ ENS)

FA4164

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.

- Recommended Grade Level: 10, 11, or 12
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for the Core 40 with Academic Honors diploma if students are enrolled in another band or orchestra course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MUSIC HISTORY AND APPRECIATION

4206 (MUS HIST)

FA4206

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.

- Recommended Grade Level: 9, 10, 11, or 12
- Credits: a 1 or 2 semester course for 1 credit each semester. The nature of this course allows for two successive semesters of instruction, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTERMEDIATE ORCHESTRA (L) (Percussion Ensemble)

4172 (INT ORCH)

FA4172

Intermediate Orchestra is based on the Indiana Academic Standards for High School Instrumental Music. Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral 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.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Beginning Band
- Credits: a 1--semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

Theatre Arts Course Titles

ADVANCED THEATRE ARTS (L)

4240 (ADV THTR)

FA4240

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

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Theatre Arts I and II (L)
- Credits: a 1-semester course for 1 credit. The nature of this course allows for two successive semesters (Advanced Theatre Arts I and Advanced Theatre Arts II) of instruction at this level, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

TECHNICAL THEATRE (L)

4244 (TECH THTR)

FA4244

Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

- Recommended Grade Level: 9, 10, 11, or 12
- Credits: a 1-semester course for 1 credit. The nature of this course allows for two successive semesters (Technical Theatre I and Technical Theatre II) of instruction at this level, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

THEATRE ARTS (L)

4242 (THTR ARTS)

FA4242

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

- Recommended Grade Level: 9, 10, 11, or 12
- Credits: a 1-semester course for 1 credit. The nature of this course allows for two successive semesters (Theatre Arts I and Theatre Arts II) of instruction at this level, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

THEATRE PRODUCTION (L)

4248 (THTR PROD)

FA4248

Theatre Production is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Production take on responsibilities associated with rehearsing and presenting a fully mounted theatre production. They read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound and costumes; rehearse and perform roles in a production; and direct or serve as assistant director for a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate a theatre arts career then develop a plan for potential employment or further education through audition, interview, or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

- Recommended Grade Level: 9, 10, 11, or 12
- Credits: a 1-semester course for 1 credit. The nature of this course allows for two successive semesters (Theatre Production I and Theatre Production II) of instruction at this level, provided that defined standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Visual Arts Course Titles

ADVANCED THREE-DIMENSIONAL ART (L)

4006 (ADV 3D ART)

FA4006

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

opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED TWO-DIMENSIONAL ART (L)

4004 (ADV 2D ART)

FA4004

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.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CERAMICS (L)

4040 (CERAMICS)

FA4040

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.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

DRAWING (L)

4060 (DRAWING)

FA4060

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.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L) and Advanced Two-Dimensional Art (L)
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO THREE-DIMENSIONAL ART (L)

4002 (3D ART)

FA4002

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

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO TWO-DIMENSIONAL ART (L)

4000 (2D ART)

FA4000

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.

- Recommended Grade Level: 9, 10, 11, or 12
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PAINTING (L)

4064 (PAINTING)

FA4064

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.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PHOTOGRAPHY (L)

4062 (PHOTOGRPH)

FA4062

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

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PRINTMAKING (L)

4066 (PRNTMKG)

FA4066

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 monoprint. 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.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SCULPTURE (L)

4044 (SCULPT)

FA4044

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.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

HEALTH AND PHYSICAL EDUCATION

Health Education

CURRENT HEALTH ISSUES

3508 (CHI)

HE3508

Current Health Issues, an elective course that can be aligned to *Indiana's Academic Standards for Health & Wellness*, focuses on specific health issues and/or emerging trends in health and wellness, but not limited to: personal health and wellness; non-communicable and communicable diseases; nutrition; mental and emotional health; tobacco-prevention; alcohol and other drug-prevention; human development and family health; health care and/or medical treatments; and national and/or international health issues. 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.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Health & Wellness course
- Credits: 1 credit, 1 semester course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

HEALTH & WELLNESS EDUCATION

3506 (HLTH&WELL)

HE3506

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

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: 8th grade health education
- Credits: 1 credit, 1 semester course
- Fulfills the Health & Wellness requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas

Physical Education

Physical Education I and II, as well as Elective Physical Education are based on *Indiana's Academic Standards for Physical Education*, and identify 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. Through a variety of instructional strategies, students practice skills that demonstrate: competency in motor skills and movement patterns needed to perform a variety of physical activities; understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; regular participation in physical activity to achieve and maintain a health-enhancing level of physical fitness; responsible personal and social behavior that respects self and others in physical activity settings; value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction; and physical activity as critical to the development and maintenance of good health.

ELECTIVE PHYSICAL EDUCATION (L) (PE 2 Strength and Conditioning)

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

- Recommended Grade Level: 10 – 12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, trimester or upon mastery of course standards. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

PHYSICAL EDUCATION I (L)

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

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Grade 8 Physical Education
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity

PHYSICAL EDUCATION II (L)

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

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Physical Education I
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

MATHEMATICS

ALGEBRA ENRICHMENT

2510 (ALG ENRICH)

MA2510

Algebra Enrichment is a mathematics support course for *Algebra I*. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of *Algebra Enrichment* 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 Enrichment* combines standards from high school courses with foundational standards from the middle grades.

- Credits: A two credit course
- Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Algebra Enrichment is designed as a support course for Algebra I. As such, a student taking Algebra Enrichment must also be enrolled in Algebra I during the same academic year.

ALGEBRA I

2520 (ALG I)

MA2520

Algebra I formalizes and extends the mathematics that students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The 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, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience

mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Credits: A two credit course
- Fulfills the Algebra I/Integrated Mathematics I requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students pursuing Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

ALGEBRA II

2522 (ALG II)

MA2522

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 Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

AP CALCULUS AB, ADVANCED PLACEMENT

2562 (CALC AB AP)

MA2562

Calculus AB, Advanced Placement is a course based on content established by the College Board. *Calculus AB* is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multirepresentational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf>

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisite: Pre-Calculus
- Credits: A two credit course, 1 credit per semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

AP CALCULUS BC, ADVANCED PLACEMENT

2572 (CALC BC AP)

MA2572

Calculus BC, Advanced Placement is a course based on content established by the College Board. *Calculus BC* is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multirepresentational

approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; (3) integrals; and (4) polynomial approximations and series. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf>.

- Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. The content of *Calculus BC* is designed to qualify the student for placement and credit in a course that is one course beyond that granted for *Calculus AB*.
- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisite: Pre-Calculus
- Credits: A two credit course
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

FINITE MATHEMATICS

2530 (DISCRETE)

MA2530

Discrete Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus.

Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. Technology, such as computers and graphing calculators, should be used frequently.

- Recommended Prerequisite: Algebra II or Integrated Mathematics III
- Credits: A one or two credit course based on Indiana's Academic Standards for Discrete Mathematics (A one-credit Discrete Mathematics course includes counting techniques, matrices, and recursion with other topics included as time allows.)
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

GEOMETRY

2532 (GEOM)

MA2532

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. Six critical areas comprise the *Geometry* course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

MATHEMATICS LAB

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with *Indiana's Academic Standards for Mathematics*. It is recommended that *Mathematics Lab* is taken in conjunction with a Core 40 mathematics course, and the content of *Mathematics Lab* should be tightly aligned to the content of its corresponding course. *Mathematics Lab* should not be offered in conjunction with *Algebra I* or *Integrated Mathematics I*; instead, schools should offer *Algebra Enrichment* or *Integrated Mathematics Enrichment* to provide students with rigorous support for these courses.

- Credits: A one to eight credit elective course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Clarifying information can be appended to the end of the course title to denote the content covered in each course
- *Example: Mathematics Lab* used to support students in *Algebra I* can be recorded on the transcript as *Mathematics Lab – Algebra I*.

ADVANCED MODELING AND ANALYSIS (Pre-Calculus)

Pre-Calculus extends the course of study in algebraic reasoning past Algebra II (or Integrated Math III). The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. This course will allow students to more accurately model real-life phenomena that are regular topics of discussion in college-level STEM courses. Students pursuing non-STEM careers will benefit from an increased understanding of mathematical modeling and data analysis, both of which are increasingly used in nearly all career fields.

- Recommended Prerequisite: *Algebra II* or *Integrated Mathematics III*
- Credits: A one-credit course (*Pre-Calculus* can be taken with Trigonometry to substitute for the two-credit *Pre-Calculus/Trigonometry* course)
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PROBABILITY AND STATISTICS

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. 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 calculators and computer programs is encouraged.

- Recommended Prerequisite: Algebra II or Integrated Mathematics III
- Credits: A one credit course
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

TRIGONOMETRY

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 many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Students will also 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.

- Recommended Prerequisite: Algebra II and Geometry or Integrated Mathematics III
- Credits: A one credit course (Trigonometry can be taken with Advanced Algebra to substitute for the two-credit Pre-Calculus course)
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MULTIDISCIPLINARY

BASIC SKILLS DEVELOPMENT

0500 (BAS SKLS)

MU0500

Basic Skills Development is a multidisciplinary course which 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 that 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 student 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.

- Recommended Grade Level: Any grade level
- Recommended Prerequisites: None
- Credits: One credit per semester up to 8 credits
- Counts as an Elective for all diplomas

CADET TEACHING EXPERIENCE

0502 (CADET TCHG)

MU0502

This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are interested in supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences.

Study topics and background reading provide the cadets information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

- Recommended Grade Level: 11 or 12
- Recommended Prerequisites: None

- Credits: One credit per semester up to 4 credits
- Cadet teaching experience for high school students is limited to grades kindergarten through grade nine
- Counts as an Elective for all diplomas

COLLEGE-ENTRANCE/SAT PREPARATION

0532 (COL-ENT PREP)

MU0532

College-Entrance Preparation utilizes individual student score reports from the PSAT and/or the PLAN to prepare students for the SAT, ACT, the Accuplacer and Compass assessments. Based on these score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science (all sections of college admission and placement exams). As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal, successful results. Course may also include college selection and application units, to best prepare students for overall college-readiness.

Being —college ready means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e., a certificate, license, Associate's or Bachelor's degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

- Recommended Grade Level: semester 1 – grade 11; semester 2 – grade 10
- Recommended Prerequisite: Algebra II (or concurrent enrollment in Algebra II)
- Credits: a 1 semester course; 1 credit
- Counts as an Elective credit for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

COMMUNITY SERVICE

0524 (COMM SERV)

MU0524

Community Service is a course created by public law IC 20-30-14 allowing juniors and seniors the opportunity of earning 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. The name of the community service organization or volunteer service organization the student intends to assist.
2. The name, address, and telephone number of the director or the 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. The 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. The total number of hours the student intends to serve the community service organization or volunteer service organization during the school year.
5. A 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. A description of:

- a. the educational or career exploration benefits the student and the school should expect to gain from the student's community or volunteer service participation; and
 - b. the service and benefit the community or volunteer service organization expects to gain from the student's participation.
7. A description of how the community or volunteer service activity relates to a course in which the student is enrolled or intends to enroll.
 8. The 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, including assigning to the student a grade for participation under this section.
 10. Any other information required by the principal.

- Grade Levels: 11-12
- Recommended Prerequisites: None
- A one or two credit course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students must submit an application for this course by November 1st
- More information is available at <http://www.ai.org/legislative/ic/code/title20/ar30/ch14.html#IC20-30-14-1>

PEER TUTORING

0520 (PEER TUTOR)

MU0520

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.

- Recommended Grade Level: 10, 11 or 12
- Recommended Prerequisites: None
- Credits: One credit per semester up to 2 credits
- Counts as an Elective for all diplomas

SCIENCE

Introduction

Indiana's Academic Standards for Science--2010 were adopted by the State Board of Education in April, 2010. They are presented by grade level from kindergarten through Grade 8 and by individual courses for high school. The standards contain both content and process standards. In grades K-8 the Process Standards precede the content standards and are organized as the Nature of Science and the Design Process. In grades 9-12 the Process Standards precede the content standards for each course offering. Through Grade 8 the Standards are organized in four content strands: (1) Physical Science; (2) Earth Science; (3) Life Science; (4) Science, Technology and Engineering; high school courses each have a differing number of standards that each address a core concept in the given content area.

Rules of the State Board of Education for each diploma are as follows:

General	Core 40	Academic Honors	Technical Honors
Four credits from more than one of the three major categories in Life Science, Physical Science, and Earth and Space Science.	Six credits in science: two credits in Biology I, two credits in Chemistry I, Physics I, or Integrated Chemistry-Physics, and two additional credits in a Core 40 Science.	The same course requirements as the Core 40 diploma, but students must earn a grade of —C- in order for a course to count towards this diploma. In addition, students must have a grade point average of —B- or above.	The same course requirements as the Core 40 diploma, but students must earn a grade of —C- in order for a course to count towards this diploma. In addition, students must have a grade point average of —B- or above.

ANATOMY & PHYSIOLOGY

5276 (A & P)

SI5276

Anatomy & Physiology is a course in which students investigate and apply concepts associated with human anatomy and physiology. Concepts covered include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. Students will understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields.

The course should include ample laboratory experiences that illustrate the application of the standards to the appropriate cells, tissues, organs, and organ systems. Dissection is both appropriate and necessary. Students should be able to use basic laboratory equipment such as microscopes, balances, and pipettes.

- Recommended Grade Level: 11-12
- Required Prerequisite: First-Year course of same discipline (Biology)
- Recommended Prerequisite: Chemistry, Introduction to Health Care Systems
- Credits: A two-semester course, one credit per semester
- Counts as a Life Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

BIOLOGY I (L)

3024 (BIO I)

SI3024

Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 10
- Credits: A two credit course
- Fulfills the Biology requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOLOGY II (L) (Genetics and Zoology)

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.

- Recommended Grade Level: 10
- Recommended Prerequisite: Biology I
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOLOGY, ADVANCED PLACEMENT (L)

Biology, Advanced Placement is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Biology I and Chemistry I
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CHEMISTRY I (L)

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Recommended Grade Level: 10-12

- Recommended Prerequisite: Algebra II (can be taken concurrently)
- Credits: A two credit course
- Fulfills the 2 credit requirement for Chemistry I for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

CHEMISTRY II (L)

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.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Chemistry I, Algebra II
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENVIRONMENTAL SCIENCE (L)

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Two credits in Core 40 and AHD science coursework
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTEGRATED CHEMISTRY-PHYSICS (L)

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 9
- Recommended Prerequisite: Algebra I (may be taken concurrently with this course)
- Credits: A two credit course
- Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

PHYSICS I (L)

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Algebra II
- Credits: A two credit course
- Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

PHYSICS II (L)

3086 (PHYS II)

SI3086

Physics II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Physics II investigate physical phenomena and the theoretical models that are useful in understanding the interacting systems of the macro- and microcosms. Students extensively explore the unifying themes of physics, including such topics and applications of physics as mechanics, wave motion, electricity, magnetism, electromagnetism, atomic and nuclear physics, and thermodynamics, etc., in laboratory activities aimed at investigating physics questions and problems concerning personal needs and community issues related to physics.

- Recommended Grade Level: 11-12
- Credits: 2 semester course, 1 credit per semester
- Recommended Prerequisite: Physics I, Precalculus/Trigonometry (can be taken concurrently)
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PHYSICS B, ADVANCED PLACEMENT (L)

3080 (PHYS B AP)

SI3080

Physics B, Advanced Placement is a course based on content established by the College Board that is the equivalent of a terminal, one year college physics course. AP Physics B should provide instruction in each of the content areas (1) Newtonian Mechanics (35%); (2) Fluid Mechanics and Thermal Physics (15%); (3) Electricity and Magnetism (25%); (4) Waves and Optics (15%); and (5) Atomic and Nuclear Physics (10%). A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Recommended Grade Level: 12
- Recommended Prerequisite: Physics I, Pre-Calculus/Trigonometry
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SCIENCE RESEARCH, INDEPENDENT STUDY (L)

3008 (SCI RSRCH IS)

SI3008

Science Research, Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete a science fair project to be exhibited at a regional science fair and/or state science symposium, an end-of-course project, such as a scientific research paper, or some other suitable presentation of their findings.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Two credits in Core 40 and AHD science coursework (this course may be taken concurrently with a Core 40 and AHD science course)
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SCIENCE TUTORIAL

3094 (SCI TUTOR)

SI3094

Science Tutorial provides students with individualized instruction designed to support success in completing Core 40 science coursework for each year that they are enrolled in Core 40 science courses.

- Recommended Grade Level: 9-12
- Recommended Prerequisite: This course must be taken concurrently with a Core 40 science course
- Credits: A one to eight credit elective course
- Counts as a Science Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SOCIAL STUDIES

CURRENT PROBLEMS, ISSUES, AND EVENTS

1512 (CPIE)

SS1512

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 studies from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- Recommended Grade Level: None
- Recommended /Required Prerequisites: none
- Credits: 1 semester, 1 credit. Course may be repeated for credit if the content of the course changes.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ECONOMICS

1514 (ECON)

SS1514

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. The functions of government in a market economy and market structures will be examined. Students will understand economic performance, money, stabilization policies, and trade of the United States. The behavior of people, societies and institutions and economic thinking is integral to this course.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma

INTERNATIONAL RELATIONS

1520 (INTL RELAT)

SS1520

International Relations provides a survey of the formal relations among sovereign states in the international system, emphasizing the operation of diplomacy. The procedures for settlement of disputes and various methods of international conflict resolution are included. This course examines power, interdependence, global development, and international organizations.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PSYCHOLOGY

1532 (PSYCH)

SS1532

Psychology is the scientific study of mental processes and behavior. The course is divided into six content areas and uses the scientific methods to explore research methods and ethical consideration. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of the course focus on learning, memory, information processing, and language. Personality, Assessment, and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. The Biological Basis focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 or 2 semester course. 1 credit per semester. This course and corresponding exam are intended to be comparable to the corresponding one-semester college level course.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SOCIOLOGY

1534 (SOCIOLOGY)

SS1534

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 will describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students will 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 will also analyze the role of individuals in the community and social problems in today's world.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

TOPICS IN HISTORY

(Specific Topics may vary depending on student interest)

1538 (TOP HIST)

SS1538

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

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: United States History or History and World Civilizations
- Credits: 1 semester/1 credit. This course may be repeated if the material in the course is different from one semester to the next. Topics in History can address different topics in World History or U.S. History.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

UNITED STATES GOVERNMENT

1540 (US GOVT)

SS1540

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 will 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 will examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. 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, political, and civic activities and the need for civic and political engagement of citizens in the United States.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

UNITED STATES GOVERNMENT AND POLITICS, ADVANCED PLACEMENT

United States Government and Politics, Advanced Placement is a course based on content established by the College Board. Topics include: (1) constitutional underpinnings of United States government, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: A 1 or 2 semester course, 1 credit per semester
- Fulfills the US Government requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

UNITED STATES HISTORY

United States History builds upon concepts developed in previous studies of U.S. History. 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. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will 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.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit each semester
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

UNITED STATES HISTORY, ADVANCED PLACEMENT

United States History, Advanced Placement is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: A 1 or 2 semester course, 1 credit per semester
- Fulfills the US History requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

WORLD HISTORY AND CIVILIZATION

World History 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 skills and process 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.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

WORLD LANGUAGE (SPANISH)

SPANISH I

2120 (SPAN I)

WL2120

FRENCH I

2020 (FREN I)

WL2020

Spanish I and French I, are courses based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Spanish or French language learning, and to various aspects of Spanish or 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 Spanish or 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 Spanish or French language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH II

2122 (SPAN II)

WL2122

FRENCH II

2022 (FREN II)

WL2022

Spanish II and French II, are courses based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish or 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 Spanish or 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 Spanish or French language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH III

2124 (SPAN III)

WL2124

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.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH IV

2126 (SPAN IV)

WL2126

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.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH V

2128 (SPAN V)

WL2128

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I, II, III and IV
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH VI

2130 (SPAN VI)

WL2130

Spanish VI, a course based on *Indiana's Academic Standards for World Languages*, provides a context for students to demonstrate the ability to use the target language to interact in a wide range of culturally and socially authentic and/or simulated situations. This course focuses on the degree of ease and accuracy with which students are able to communicate in the target language, as well as the culturally-appropriate nature of the communication. Additionally, students will further develop understanding of Spanish-speaking culture through discussing changes in interrelations among and factors that influence the practices, products and perspectives of the target culture; and researching and comparing the origins of idiomatic, colloquial and proverbial expressions in the target language. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the use of the Spanish language and cultural understanding outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I, II, III, IV and V
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma