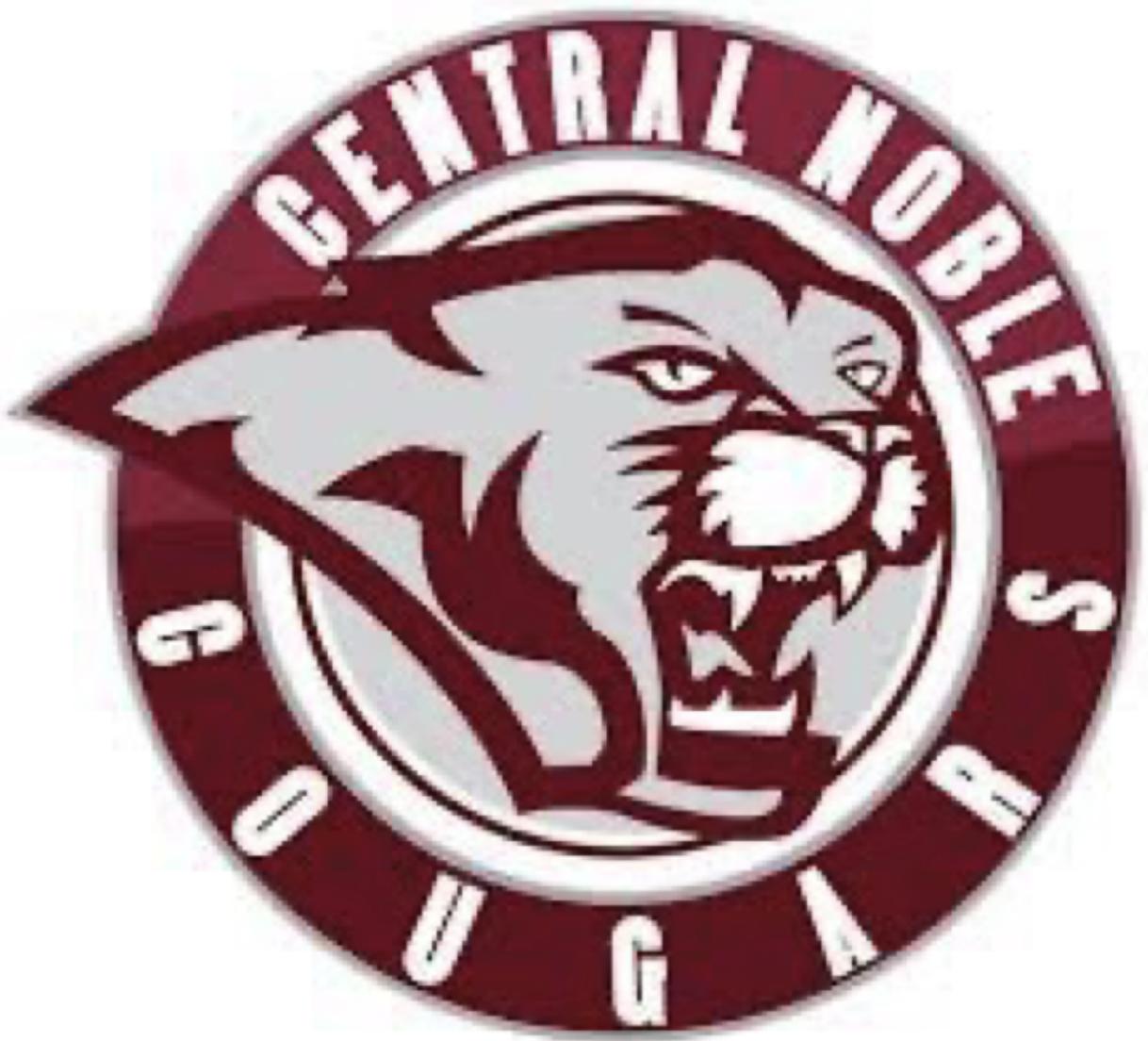


Central Noble Jr/Sr High School  
Course Description Handbook  
2023-2024 School Year



The Central Noble School Corporation does not discriminate on the basis of sex, race, creed, color, or handicap in the operations of educational programs or activities, employment and other personnel policies and procedures.

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## II. Bell schedule

### *Daily Schedule*

<i>Warning Bell</i>	8:15
<i>Warning Bell</i>	8:20
<i>Cougar University</i>	8:25-8:50
<i>1<sup>st</sup> Period</i>	8:54-9:41
<i>2<sup>nd</sup> Period</i>	9:45-10:32
<i>3<sup>rd</sup> Period</i>	10:36-11:23
<i>Jr High Lunch</i>	11:23-11:53
<i>4<sup>th</sup> Jr High</i>	11:57-12:44
<i>4<sup>th</sup> Sr High</i>	11:27-12:14
<i>Sr High Lunch</i>	12:14-12:44
<i>5<sup>th</sup> Period</i>	12:48-1:35
<i>6<sup>th</sup> Period</i>	1:39-2:26
<i>7<sup>th</sup> Period</i>	2:30-3:17

### *Two Hour Delay*

<i>Warning Bell</i>	10:15
<i>Warning Bell</i>	10:20
<i>1<sup>st</sup> Period</i>	10:25-10:59
<i>2<sup>nd</sup> Period</i>	11:03-11:37

<i>3<sup>rd</sup> Period</i>	<i>11:41-12:15</i>
<i>Jr. High Lunch</i>	<i>12:15-12:45</i>
<i>4<sup>th</sup> Jr. High</i>	<i>12:49-1:23</i>
<i>4<sup>th</sup> Sr. High</i>	<i>12:19-12:53</i>
<i>Sr. High Lunch</i>	<i>12:53-1:23</i>
<i>5<sup>th</sup> Period</i>	<i>1:27-2:01</i>
<i>6<sup>th</sup> Period</i>	<i>2:05-2:39</i>
<i>7<sup>th</sup> Period</i>	<i>2:43-3:17</i>

**Grade Scale:**

- 93 - UP A 4.0
- 90 - 92% A- 3.67
- 87 - 89% B+ 3.33
- 83 - 86% B 3.0
- 80 - 82% B- 2.67
- 77 - 79% C+ 2.33
- 73 - 76% C 2.0
- 70 - 72% C- 1.67
- 67 - 69% D+ 1.33
- 63 - 66% D 1.0
- 60 - 62% D- .67
- 0 - 59% F 0

### III. Points of Explanation

*The following are explanations of various points, terms and practices at Central Noble Jr/Sr High School*

**MISSION STATEMENT** - CN has a continuous focus on preparing our graduates to meet the needs of the ever-changing world around them. Through the creation of Portrait of a Graduate, the district has created a pathway for student success. A concentrated effort on application of academic standards, character education, and 21st century skills, along with community partnerships, allows Central Noble students to compete for highly sought-after employment and entrepreneurial opportunities.

**SEMESTERS** – Central Noble Jr/Sr High School follows a Semester Schedule. This schedule places students in seven periods per day plus a homeroom period, two terms per year and each term is broken into two quarters. Each class meets daily for 47 minutes for a 90-day term. Students will be eligible to earn 56 credits during their four years. In the Junior High students may meet with one class for a 9-week term or a semester term. All classes in the Senior High are a Semester term.

**COUGAR UNIVERSITY (CU)** - Students will have a 25-minute homeroom period every morning to be used for the following: meet with teachers for additional assistance, extended time to complete a test, study groups, complete missed science labs and other missed work, individualized study time, meeting times for clubs or groups, and call-out meetings for extracurricular groups.

**GRADUATION REQUIREMENTS AND OPTIONS** - (See Graduation Requirement Summary Insert)

**GRADE DETERMINATION:** A student's grade is the result of computing an average based upon his/her semester grade combined with his/her semester final exam/project grade. Credits are awarded based upon semester performance. The weighing used to compute the semester grade average is as follows: 1. First 9 weeks = 50% of semester grade 2. Second 9 weeks = 50% of semester grade

**COURSE LOAD:** All students are required to enroll in a minimum of six courses per semester. Students may be granted part-time status only for medical or other extraordinary reasons. Students who do not believe they need a study hall should take another class.

**FAILURE REPORTS:** At the mid-point of each nine-week quarter, a progress report will be generated for any student who is failing a course. This report does not mean that the student will fail the semester, nor does the lack of receiving one assure that the student will receive a passing grade for the semester. However, the receipt of such a report is an indication that the student must put forth greater effort if he/she is to obtain a higher grade. Failure reports will be mailed home. An "I" or incomplete will be issued as a temporary grade for a student who has experienced a rare or unusual circumstance that prohibits that student from getting all work and the final exam completed on time. The student is responsible for rescheduling any assignments or tests that need to be completed for the time missed from school. A maximum of two weeks beyond the designated end of the grading period will be granted for this make-up work to be completed and turned into the appropriate teacher.

**COURSE CHANGES/SELECTIONS:** 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 first week of courses for each semester. Students, who decide to drop a class, may be assigned a study hall in place of dropped class within the first two weeks of the semester. Only schedule changes initiated by the Guidance Department, Administration or at a teacher recommendation will be considered after that point. Students who drop a class halfway through a semester will not be refunded any lab fees that have been paid. Any other refunds of less than \$10 dollars will only be given at the parent's request.

**ACADEMIC INFORMATION:**

1. Marks in all courses (except pass/fail and some transfer courses) are used in the computation of grade point averages.
2. If a student retakes a course to improve grade or knowledge both passing grades will be included in GPA calculation. If a course is retaken due to failing the course, the passing grade will be used in GPA calculations.
3. Marks earned in courses below ninth grade will be used in GPA calculation provided the following occurs: course content meets high school competencies and proficiencies, grading practices and policies are consistent with the high school and state proficiencies and competencies are met.

4. Courses taught in the resource program (LD, ED, Functional Skills) that do not meet high school curricular standards and proficiencies might not be used to fulfill specific, “required course” graduation requirements.
5. GPA will be calculated to 3 places to the right of the decimal point, and all ties retained.
6. Students who have tied in terms of their GPA will be assigned equal rank.
7. Any student who attains a cumulative GPA of 3.67 or above will be named an Honor Student.
8. The “honor roll” and “high honor roll” will be based on (calculations) letter grades at the end of each semester.
9. Students with (a GPA of 3.0 to 3.66) a B or higher in all classes will be named to the “Honor Roll.”
10. Students with (a GPA of 3.67 or higher) an A- or A in all classes will be named to the “(High) Superior Honor Roll.”
11. The title of Valedictorian and Salutatorian are granted to students who have achieved the highest and second highest overall grade point averages respectively. Final calculations will be based upon students’ grade point averages at the end of the eighth semester or the final semester in which they attend (7 semester graduation).

**TRANSCRIPTS:** No charge shall be made for one complete copy of a transcript upon submitting a proper request pursuant to the provisions of the Family Educational Right and Privacy Act of 1974.

**TRANSFER CREDITS:** Transfer credits from other schools will be considered under the following conditions: Consistent with 511 IAC 6-7-7. 1. The school is accredited by a respected agency. 2. The student spent appropriate amounts of instructional time with certified teachers, 511 IAC 6-7-1 (d). 3. The student completed a comparable curriculum to a proficient level.

NOTE: We maintain the right to accept or reject transfer letter grades. In some instances, only credit and not grades may be accepted. Further, we reserve the right to require placement tests, interviews, etc. to determine whether credits shall actually be granted. If acceptable answers to the questions above are not received, no credits will be accepted.

For the Classes of 2023 and beyond, in addition to earning 40 credits to graduate from CNHS, students are also required to complete the Indiana Graduation Pathway requirement to earn a diploma.

Early Graduation –The presumption at Central Noble High School is that in addition to the requisite number of credits for graduation, a student will also attend full-time. Any student who wishes to be considered for early graduation must complete an Application for Early Graduation’ by May 1st the year prior to desired graduation. The form is available in the guidance department. Consideration may be given for early graduation only after the student has met with the principal. Senior Year Status: Should a senior desire to graduate early, they must be aware that to participate in sports or other

extra-curricular activities they must be enrolled in school as a full time student. All requirements of eligibility of the activity and IHSAA must be met. Once the student leaves school, participation in those activities is not possible. Any student wishing to graduate at the end of their 6<sup>th</sup> semester will never be considered a true senior and will not participate in any of the activities or privileges extended to seniors except for graduation.

Core 40 Diploma – All students are expected to complete the minimum requirements of the Core 40 diploma. This is the standard expected by Indiana post-secondary institutions. If a student is not able to meet these minimum requirements, the student along with his/her parents must meet with their guidance counselor to request a waiver or change to General Diploma Track. To receive the waiver, evidence of academic progress and effort must be shown. The waiver or diploma change will not be made until the second semester of senior year.

- A. Student must complete a minimum of 40 high school credits.
- B. See course requirement insert as mandated by the State of Indiana.

Academic/Technical Honors Diploma – Central Noble Jr/Sr High School will grant a Core 40 Academic Honors Diploma or Core 40 Technical Honors Diploma to students who qualify. The qualifications are as follows:

- A. Students must complete a minimum of 47 high school credits.
- B. No courses shall be counted with a grade lower than a “C-“ and the student must have a grade point average of “B-“ or above.
- C. See course requirement insert as mandated by the State of Indiana.

Valedictorian/Salutatorian – Central Noble Jr/Sr High School will select a class Valedictorian and Salutatorian at the conclusion of the first semester of their senior year. CNJSHS reserves the right to re-assign these titles upon the occurrence of a student’s neglect of their academic performance during the final semester at CNJSHS. The following criteria will be used to determine the Valedictorian and Salutatorian:

- A. The student with the highest GPA will be designated as the valedictorian
- B. The student with the second highest GPA will be designated as the salutatorian
- C. In the event of a tie, co-valedictorians or co-salutatorians will be named
- D. The student must earn at least 54 credits including 4 AP credits.
- E. Students earning credit in an Advanced Placement course will receive a .34 increase to their course GPA.

F. Students earning credit in an Advanced Placement course on APEX will not receive a .34 increase to their course GPA.

**CLASS STANDING** - To graduate within four years, a student should earn the following credits:

Freshman year (9 <sup>th</sup> )	0-12 Credits
Sophomore year (10 <sup>th</sup> )	13-24 Credits
Junior year (11 <sup>th</sup> )	25-36 Credits
Senior year (12 <sup>th</sup> )	37+

**CREDITS EARNED:** Credit is earned only if a course is passed. If a student fails a course required for graduation, it is the student's responsibility to reschedule this course. Students may not advance to the next level in a sequence of courses until the prerequisites have been successfully completed. A student should check with the guidance department periodically to determine credits earned. This is particularly important prior to enrollment for the senior year. (SEE GRADUATION REQUIREMENTS).

**EXTRACURRICULAR REQUIREMENTS** - Students who want to participate in extracurricular athletics must be enrolled in and passing the equivalent of five courses each grading period. Students are responsible for making sure they are enrolled in five classes and maintain passing grades throughout the year. Taking a class for audit or non-credit does not count towards eligibility.

**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 and may receive an elective credit (if passed), in order to reinforce the necessary background to repeat the failed second semester. In the repeat of the failed 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.

**ALTERNATIVE SCHOOL REQUIREMENTS:** The purpose of the Central Noble Alternative School is to provide students with opportunities to succeed in earning credits toward graduation as well as to provide a positive environment, which enhances high character and behavior values. There are strict guidelines that must be followed in order for students to enroll and remain in our alternative education program. Alternative school entrance checklists, parent agreement

documents, and student contracts can be found in the guidance department. Once all of this documentation is complete, a student will need to meet with a school administrator for final approval. Central Noble Jr/Sr High School offers a computer based credit recovery program. In order to maintain academic integrity this program is for on site use only and cannot be completed outside of school. Students must be a junior or senior and behind in their total credits earned toward graduation or be a freshman or sophomore in honors classes attempting to allow flexibility in their schedule to maintain their standing as an honors student. Exceptions to this will be determined on an individual basis by the Guidance department and Administration team.

## IV. COLLEGE & CAREER FOCUS

It is our goal at CNJSHS to prepare students for a successful life beyond high school. Whether students are entering the workforce directly from high school through on the job training or as members of our armed forces, or are planning on years of post-secondary education, CNJSHS is committed to maximizing potential in each student for a successful transition to life beyond high school. We want all our students to explore and take advantage of the opportunities available through CNJSHS.

### College & Career Highlights

**6<sup>th</sup> Grade:** Introduction to careers and employability skills

**7<sup>th</sup> Grade:** Career guest speakers and Junior Achievement activities.

**8<sup>th</sup> Grade:** Tour Impact, attend JA Finance Park and JobSpark

**Freshmen** are required to take a careers class designed to focus their attention on career interests.

Complete four-year graduation plan with their counselor

Select diploma type – Core 40, Academic Honors, or Technical Honors

**Sophomores** Field trip to IMPACT Institute

Assessments such as PSAT, ASVAB are taken and help to guide student decisions

Elective credit, Dual Credit & AP classes become more available for student's schedules

**Juniors** begin to specialize and take advantage of opportunities related to their career interests.

Assessments such as SAT, ACT, ASVAB are taken and identify student strengths.

Students are encouraged to participate in college visitations

Elective credit, Dual Credit & AP classes become more available for student's schedules

Internship opportunities are available to students who wish to earn credit while working

College & military recruiters come to the school to meet with interested students.

Students may begin taking classes at Impact Institute

**Seniors** look to transition their high school foundation to a successful career.

Assessments such as SAT, ACT, ASVAB are taken to improve scores.

Support for college bound students – College Go Week/Financial Aid Night

Elective credit, Dual Credit & AP classes become more available for student's schedules  
Internship opportunities are available to students who wish to earn credit while working  
College & military recruiters come to the school to meet with interested students.  
Students may continue and/or begin taking classes at Impact Institute

## **VI. DUAL CREDIT**

Many careers require some degree of post-high school training. CNHS has articulation agreements with Indiana University, Ivy Tech, Purdue Fort Wayne, and Trine that allow college credit to be issued along with high school credit. Dual credit courses are reviewed to ensure they provide the same rigor as the college level, and our teachers must go through a certification process that allows us to provide dual credit. Whether students are planning to enter the workforce right away, or after years of post-secondary education, they can benefit tomorrow by earning dual credit today. Many of the IMPACT courses are dual credit certified as well. Passing the class with a "C" or better provides our students with Dual Credit they can apply towards their post-secondary degree. Please see the course catalog below for Dual Credit class offerings.

## **VII. ADVANCED PLACEMENT**

Students who look to challenge themselves to the highest degree of academic rigor would select AP courses. AP courses are as close to the college level experience and are the courses designed to challenge our students with this highest degree of academic rigor. Central Noble is fortunate to offer Dual Credit for simply passing the class with a "C" or better. However, AP exams have distinct advantages over Dual Credit, and may be a better option for some students depending on their goals. Students earning credit in an Advanced Placement course will receive a .34 increase to their course GPA. AP courses will use the standard school grading scale. Explanation: That would mean a student who earns an A- (3.67) would then be adjusted to an A (4.01). Also a student who earns an A (4.00) would then be adjusted to a 4.34. The student's initial grade would be determined using the school board adopted grading scale. Another point of emphasis is that the student must first "earn" credit in order to receive the increase of .34. That means the student must first pass the course before they are awarded any increase. Please see the course catalog for AP class offerings.

## VIII. IMPACT INSTITUTE

**The Impact Institute** (formerly known as Four County Vocational Cooperative until 2013) was formed by a joint service agreement between eleven school corporations in June 1969. The Cooperative provides vocational programs, administers adult education and coordinates communications with the Indiana Department of Education and other state agencies. The eleven school corporations are located in the four northeast Indiana counties of Noble, DeKalb, LaGrange and Steuben.

These school corporations are Central Noble Community Schools, DeKalb County Central United Schools, DeKalb County Eastern Community Schools (whose district also serves as the Local Education Agency), East Noble School Corporation, Fremont Community Schools, Hamilton Community Schools, Lakeland School Corporation, Metropolitan School District of Steuben County, Prairie Heights Community School Corporation, Westview School Corporation and Garrett-Keyser-Butler Community Schools.

Since the inception of Impact Institute in 1969, consortium members have had the vision to utilize the services of the Cooperative to create positive change in the delivery of vocational and adult education in a way that is unique in the state of Indiana. The Impact Institute's vocational and adult education programs use a competency-based curriculum approach and rely on student data and industry driven standards for continuous improvement. Through the support of consortium members, Impact Institute is also the vehicle used in the implementation of other change initiatives, such as School-to-Work, Tech Prep and the Technical Education Initiative.

This organizational structure has provided the management and administrative expertise that have given each school corporation opportunities in both vocational and adult education. The Impact Institute, with a proven track record (95.4% graduation rate) of serving students and community members, partnered with local and national foundations, local and national industry, state education agencies and the Department of Workforce Development to provide additional opportunities and resources to enhance student learning.

These successful partnerships have led to opportunities such as dual credit, articulation agreements, school-to-apprenticeship programs and increased vocational and adult education program offerings. These high school and post-secondary successes truly promote lifelong learning for the four county community.

### **Dual Credit & Certification Programs Available Through IMPACT**

- Automotive Collision Repair
  - Automotive Services
  - Construction Trades

- Cosmetology
- Criminal Justice
- Culinary Arts
- Digital Design
- Health Occupations Education
- Heating, Ventilation and Air Conditioning
  - Marine Mechanics
  - Precision Machining
- Pre-Nursing/ Healthcare Specialist
  - Welding Technology

Course and Credit Requirements	
English/ Language Arts	<b>8 credits</b>
	2 credits: English 9 2 credits: English 10 4 credits: American Literature, English Literature AP Lit/Comp, AP Lang/Comp, Film Lit, Novels, Biographies, Contemporary Lit
Mathematics	<b>6 credits</b>
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II All students are required to take a math or physics course during their junior or senior year.
Science	<b>6 credits</b>
	2 credits: Biology I 2 credits: Chemistry, Physics or Int Chem-Phys 2 credits: Any Core 40 science course
Social Studies	<b>6 credits</b>
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History
Directed Electives	<b>5 credits</b>
	World Languages (Spanish or French) Fine Arts (Visual, Drama, Choir or Band) Career/Technical (Anything that can be related to a potential career)
Physical Education	<b>2 credits</b>
Health and Wellness	<b>1 credit</b>
Electives	<b>6 credits</b>
<b>40 Total State Credits Required</b>	

Courses that are required for a General Diploma are highlighted in blue. All of these are required for the advanced diplomas. The General Diploma is not recommended for any student interested in attending a four year college or university.

**CORE40 with Academic Honors** (minimum 47 credits)

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits. (**Pre-calculus and Trigonometry**)
- Earn 6-8 Core 40 world language credits. (**Spanish or French**)
- Earn 2 Core 40 fine arts credits. (**Visual, Drama, Choir or Band**)
- Earn a grade of a "C-" or better in courses.
- Have a grade point average of a "B" (3.0) or better at graduation.
- Complete one of the following:
  - A. Complete AP courses (4 credits) and corresponding AP exams
  - B. Complete dual high school/college credit courses (4 credits)
  - C. Complete one AP course (2 credits) and corresponding AP exam and one credit high school/college course (2 credits)
  - D. Earn a combined score of 1250 on the SAT (590 critical reading) and (560 mathematics)
  - E. Score a 26 or higher composite on the ACT

**CORE40 with Technical Honors** (minimum 47 credits)

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.
- Complete both of the following:
  - A. Complete dual high school/college credit courses in a technical area (6 coll credits)
  - B. Earn a state-approved, industry-recognized certification

In addition to the diploma requirements on this page every student will also have to prove employability skills designated by the State of Indiana. This will be tracked through the high school and are referred to as the Graduate Pathway and the Next Level Programs. More information will be available in the future as this is new to the State of Indiana.



# Indiana GRADUATION PATHWAYS

The path to graduation is not one-size-fits-all. Indiana provides many pathways for students to earn a high school diploma.

## OVERVIEW

Students starting with the Class of 2023 must meet all of the following:

- 1 Credits
- 2 Learn & Demonstrate Employability Skills
- 3 Postsecondary-Ready Competencies

## DIPLOMA REQUIREMENTS

- 1 Credits**  
 Earn credits toward a diploma with designation.
  - Core 40 - minimum 40 credits
  - Academic Honors - minimum 47 credits
  - Technical Honors - minimum 47 credits
  - General
- 2 Learn & Demonstrate Employability Skills**  
 Produce defined outcome(s) based on experience.
 

Defined Outcome Options

  - Videos
  - Papers
  - Resume
  - Dual Credit
  - Certifications
  - Portfolio
  - Projects
  - Slideshows
  - Presentation
  - Five Year Goal Plan
  - Reflection of Experience
  - Letters of Recommendation
  - Letter of Employment Verification
  - Postsecondary-related Experiences
  - Co-Curricular Participation
  - Extra-Curricular Participation
  - Locally Defined Outcome
- 3 Postsecondary-Ready Competencies**  
 Meet at least one of these competencies.
  - **Honors Diploma**  
*academic or technical*
  - **SAT**  
*reading/writing = 480, math = 530*
  - **ACT**  
*english = 18, reading = 22, math = 22, science = 23 (2 out of 4 needed with at least one in English/Reading and one in Math/Science)*
  - **ASVAB**  
*minimum of 31*
  - **Industry Certification**  
*certification from approved DWD list*
  - **Apprenticeship**  
*federally recognized*
  - **CTE Concentrator**  
*C average or higher in at least 2 advanced HS courses in a state-approved CTE Pathway*
  - **AP/IB/Dual Credit/ Cambridge International/CLEP**  
*C average or higher in 3 courses (1 of the 3 courses must be in core content area or all three must be part of a CTE pathway)*
  - **Locally Created Pathway**  
*approved by SBOE*
  - **Waiver**  
*see listed web link*

# XI. COURSE CATALOG

## AGRICULTURE DEPARTMENT

### AGRIBUSINESS MANAGEMENT- DC IVY TECH

*AG5002A, AG 5002B*

*Agribusiness Management* provides foundational concepts in agribusiness. This course introduces students to the principles of business organization and management from a local and global perspective while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership development, supervised agricultural experience and career opportunities in the area of agribusiness management.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as an Elective or Directed Elective for all diplomas
- Qualifies as a quantitative reasoning course

### AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY- DC IVY TECH

*AG5088A, AG5088B*

*Agriculture Power, Structure and Technology* is a 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: 10, 11, 12
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Application required

### AGRICULTURE STRUCTURE AND DESIGN

*AG7112A, AG7112B*

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

- •Recommended Grade(s): 10, 11, 12
- •Required Prerequisites: Principles of Agriculture\*
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources High School Course Titles and Descriptions 2022-2023 241
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective credits for all diplomas
  - \*Principles course is not required until 24-25 school year because this course is included in Perkins V pathways

### **ADVANCED LIFE SCIENCE, ANIMALS DC-IVY TECH**

*AG5070A, AG5070B*

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Agriculture; Animal Science; Food and Natural Resources; Biology; Chemistry; Integrated Chemistry Physics
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum ● Counts as an elective or directed elective for all diplomas.
- Fulfills a science requirement for all diplomas.
- Qualifies as a quantitative reasoning course

### **CROP MANAGEMENT**

*AG7113A, 7113B*

*Crop Management* will provide an understanding of plant nutrient requirements and how to provide for those needs to achieve efficient crop production through classroom and lab-based instruction. Students will understand proper fertilizer materials, application methods and techniques. Instruction on soil analysis by demonstrating proper soil testing techniques which will be used to create fertility plans for proposed crops. Integrated pest management and the

evaluation of various pest controls with minimal impact on the environment will also be an emphasis of the course.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Agriculture
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective credits for all diplomas

## **FOOD SCIENCE**

*AG5102AA, 5102BB*

*Food Science* 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 securing 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, leadership development, supervised agricultural experience and career opportunities in the area of food science.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Life Science or Physical Science requirement for the General Diploma

## **FORESTRY AND WILDLIFE MANAGEMENT**

*AG7270A, AG7270B*

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

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Agriculture
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Counts as a science credit

## **HORTICULTURE SCIENCE- DC IVY TECH**

*AG5132A, AG5132B*

*Horticulture Science* is 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 plants and its products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest and pest management. Students participate in a variety of activities to include extensive laboratory work usually in a school greenhouse, leadership development, supervised agricultural experience and learning about career opportunities in the area of horticulture science.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Life Science or Physical Science requirement for the General Diploma

## **PRINCIPLES OF AGRICULTURE**

*AG7117A, AG7117B*

*Principles of Agriculture* is a two-semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding and the role of agriculture in the United States and globally. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, as well as careers.

- Recommended Grade: 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective credits for all diplomas

## **PRINCIPLES OF VETERINARY SCIENCE**

*AG7280A, AG7280B*

*Principles of Veterinary Science* is a two-semester course that provides students with an overview of the small and large animal veterinary industry which includes companion, food, and exotic animals. Principles of Veterinary Science will cover skills common to specific veterinary career topics such as animal care, veterinary assistant, veterinary technician, and veterinarian.

Students will learn foundational veterinary knowledge for large and small animals which includes practical lab skills and common office practices.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum Counts as a Directed Elective or Elective for all diplomas

### **NATURAL RESOURCE MANAGEMENT**

*AG51080AA, AG5180BB*

*Natural Resources* provides students with a foundation in natural resources. Hands-on learning activities in addition to leadership development, supervised agricultural experience and career exploration encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife and safety.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a science course requirement for all diplomas

### **PLANT AND SOIL SCIENCE**

*Ag5170A, AG5170B*

*Plant and Soil Science* provides students with opportunities to participate in a variety of activities which includes laboratory work. The following topics are found in this course: plant taxonomy, components and their functions; plant growth, reproduction and propagation; photosynthesis and respiration; environmental factors affecting plant growth, management of plant diseases and pests; 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, cropping systems, precision agriculture, principles and benefits of global positioning systems; and harvesting. Leadership development, supervised agricultural experience and career exploration opportunities in the field of plant and soil science are also included.

- Recommended Grade Level: 10, 11
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a science course requirement for all diplomas

## **SUPERVISED AGRICULTURE EXPERIENCE (S.A.E.)**

*AG5228A, AG5228B*

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

- Recommended Grade Levels: 10, 11, 12
- Recommended Prerequisite: Introduction to Agriculture, Food and Natural Resources
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum
- Curriculum content and standards-based plan for learning should not be duplicated when this course is taken for multiple semesters.
- Prerequisite: Must be a member of F.F.A.
- Offered Summer

## **FINE ARTS DEPARTMENT**

### **INTRODUCTION TO TWO DIMENSIONAL 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: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none •Credits: 1 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

- Laboratory course

## **INTRODUCTION TO THREE DIMENSIONAL 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 High School Course Titles and Descriptions 2022-2023 99 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: 9, 10, 11, 12
- Required Prerequisites: none •Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

## **ADVANCED THREE DIMENSIONAL 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: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Counts as a directed elective or elective for all diplomas

- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## **ADVANCED TWO DIMENSIONAL 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, High School Course Titles and Descriptions 2022-2023 96 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: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## **CERAMICS I/II**

*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: 9, 10, 11, 12
- Recommended Prerequisites: None

- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## **BEGINNING CHORUS**

*FA4182A, FA4182B*

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

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

## **CONCERT BAND**

*FA4160A, FA4160B*

*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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

## **CHAMBER CHOIR**

*FA4180A, FA4180B*

*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, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

## **ADVANCED CHORUS**

*FA4188A, FA4188B*

*Advanced Chorus* is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide

opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- •Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Beginning and Intermediate Chorus High School Course Titles and Descriptions 2022-2023 83
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

### **INTERMEDIATE CONCERT BAND**

*FA1468A, FA1468B*

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

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

## **PERCUSSION ENSEMBLE**

*FA4172A, FA4172B*

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

- Recommended Grade Level: 9,10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## **PIANO/KEYBOARDING**

*FA4202A, FA4202B*

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

## **JAZZ ENSEMBLE**

*FA4164A, FA4164B*

*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, 12
- Selection by Audition
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- 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
- Laboratory Course

## **THEATRE ARTS – DC PFW**

*FA4242*

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## **ADVANCED THEATRE ARTS**

*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 theater history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore careers in theater arts and begin to develop a portfolio of their work. They also attend and critique theater productions and identify ways to support the theater in their community.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Theatre Arts I and II (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

## **BUSINESS EDUCATION DEPARTMENT**

### **BUSINESS MATH**

*BU4512A, BU4512B*

*Business Math* is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics, and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. This course is a great life skills course. It teaches students how to do things that will help them to be independent after high school. Students learn how to budget money, keep a checkbook register, write a check, calculate credit card interest, and how to invest money for retirement. Highly recommend any student who can fit this in their schedule to take this course.

- Recommended Grade Level: 11, 12
- Prerequisites: Algebra I
- Credits: 1 to 2 semester course, 1 credit per semester

- Counts as an Elective or Directed Elective for all diplomas
- Fulfills a Mathematics requirement for the General Diploma or Certificate of Completion only
- Qualifies as a quantitative reasoning course

### **AP COMPUTER SCIENCE PRINCIPLES**

*BU4568A, BU4568B*

*The AP Computer Science Principles* course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also High School Course Titles and Descriptions 2022-2023 16 develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Computer Science, Algebra I
- Credits: 2 semester course, 1 credit per semester. Max 2 credits
- Fulfills a science course requirement for all diplomas
- Qualifies as a quantitative reasoning course

### **INTRODUCTION TO ENTREPRENEURSHIP**

*BU5967*

*Introduction to Entrepreneurship* provides an overview of what it means to be an Entrepreneur. Students will learn about starting and operating a business, marketing products and services, and how to find resources to help in the development of a new venture. This course is ideal for students interested in starting their own art gallery, salon, restaurant, etc.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas

### **WORK BASED LEARNING**

*BU5974A, BU5974B*

Work Based Learning Capstone is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at

an educational institution that foster in-depth, first hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. Work Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Related Instruction shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies.

- Recommended Grade: 11,12
- Required Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. Worksite placement must align to the student pathway.
- Be on track with Core 40, Academic Honors, or Technical Honors diploma
- Credits: 1 semester course, 1-3 credits per semester, 6 credits maximum
- Counts as a directed elective or elective for all diplomas

### **PREPARING FOR COLLEGE AND CAREERS**

*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: 9
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diploma

### **SMALL BUSINESS OPERATION**

### *BU7147A*

Small Business Operations will help students identify and evaluate the various sources available for funding a new enterprise; demonstrate an understanding of financial terminology; read, prepare, and analyze basic financial statements; estimating capital requirements and risk, exit strategies; and prepare a budget for their business, including taxes and personnel costs. In addition, the student should be able to explain the importance of working capital and cash management. The student should also be able to identify financing needs, and prepare sales forecasts.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Entrepreneurship; New Venture Development
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

## **NEW VENTURE DEVELOPMENT**

### *BU7148A*

*New Venture Development* is targeted to students interested in creating and growing their own businesses. The course will focus on key marketing strategies particularly relevant for new ventures. Students will apply marketing concepts to entrepreneurial company challenges, which include creating and nurturing relationships with new customers, suppliers, distributors, employees and investors; and understand the special challenges and opportunities involved in developing marketing strategies "from the ground up."

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Entrepreneurship
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

## **PRINCIPLES OF ENTREPRENEURSHIP**

### *BU7154*

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

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

## **CAREERS**

*MU0522A, MU0522B*

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

- Recommended Grade: 11,12
- Required Prerequisites: none
- Recommended Prerequisites: Preparing for College and Careers
- Credits: 1 semester course, 1 credit per semester. Max 8 credits
- Counts as a directed elective or elective for all diplomas
- The nature of this course allows for successive semesters of instruction provided progressively advanced proficiencies and content standards are utilized.

# ENGLISH LANGUAGE DEPARTMENT

## AMERICAN LITERATURE

*LA1020A, LA1020B*

*American Literature*, a course based on the Indiana Academic Standards for English/Language Arts, is a study of representative works and authors of the United States. Students read, analyze, evaluate, critique, and actively respond to a wide variety of literary genres that reflect American culture, including quality works of various ethnic and cultural minorities. Students compare readings and media from literature, history, and other subjects by demonstrating how the ideas and concepts presented in the works are interconnected, distinctly American, and important to an understanding of the development of the current culture. Courses can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the American Literature curriculum.

- Recommended Grade: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Fulfills an English 11/12 Language Arts requirement for all diplomas
- Credits: 1 or 2 semester course, 1 credit per semester

## CREATIVE WRITING

*LA1092*

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

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

## DEBATE

### *LA1070*

*Debate*, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking).

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

### **ENGLISH 9/ENGLISH 9 HONORS**

#### *LA1002A, LA1002B, LA1002HA, LA1002HB*

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

- Recommended Grade Level: 9
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas
- English 9 Honors covers the same material as English 9 and includes enrichment in AP Testing, essay writing, several additional plays and novels. ***A summer reading assignment is required.***

### **ENGLISH 10/ENGLISH 10 HONORS**

#### *LA1004A, LA1004B, LA1004HA, LA1004HB*

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

Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- Recommended Grade Level: 10
- Recommended Prerequisites: English 9
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas
- English 10 Honors covers the same material as English 10 and includes enrichment in AP Testing, essay writing, several additional plays and novels. *A summer reading assignment is required.*

### **AP ENGLISH LITERATURE AND COMPOSITION- DC PFW**

*LA1058ADC, LA1058BDC*

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
- Credits: 2 semester course, 1 credit per semester. Max 2 credits
- Fulfills an English/language arts requirement for grades 11 or 12 for all diplomas

### **ENGLISH LITERATURE**

*LA1030A, LA1030B*

*English Literature*, a course based on the Indiana Academic 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. Courses can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

- Recommended Grade: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

## **FILM LITERATURE**

### *LA0134*

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

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

## **SHORT STORIES**

### *LA1046*

Short Stories, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the short story, such as tightly focused narrative fiction. The course may be organized by historical periods, themes, or authors. Students examine short stories with modernist and contemporary themes by a variety of authors from the perspective of audience, purpose, and historical development. Students analyze what distinguishes the short story genre from other literary genres, such as the novels, epics, romances, biographies, etc. Courses can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- 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

## **DEVELOPMENTAL READING**

*LA0011, LA0012B*

*Developmental Reading* is a supplemental course that provides students with individualized instruction designed to support success in completing coursework aligned with the Indiana Academic Standards for English/Language Arts focusing on the Reading Standards for Literature and Nonfiction. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum. This course allows for successive semesters of instruction for students who need additional support in vocabulary development and reading comprehension.
- Counts as an elective for all diplomas

## **FAMILY AND CONSUMER SCIENCE DEPARTMENT**

### **ADVANCED CHILD DEVELOPMENT**

*FC5360*

*Advanced Child Development* is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 4 through age 8 (grade 3). It builds on the *Child Development* course, which is a prerequisite. *Advanced Child Development* includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

- Recommended Grade Level: 10, 11, 12

- Recommended Prerequisites: Child Development
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## **ADVANCED NUTRITION AND WELLNESS**

### *FC5340*

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Nutrition and Wellness
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## **CHILD DEVELOPMENT**

### *FC5362*

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

post-secondary education in all career areas related to children, child development, and nurturing of children.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas

### **CADET TEACHING EXPERIENCE**

*MU0502A, MU0502B*

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 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 with information concerning the teaching profession and the nature of the cadet teachers' assignments. High School Course Titles and Descriptions 2022-2023 147 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: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 credit per semester, up to 4 semesters, 4 credits maximum
- Counts as a directed elective or elective for all diplomas
- Cadet teaching experience for high school students is limited to grades kindergarten through grade nine

### **INTRODUCTION TO HOUSING AND INTERIOR DESIGN**

*FC5350A, FC5350B*

*Introduction to Housing and Interior Design* is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and

the types of housing available. Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts including aesthetics, criticism, history and production, are addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach will be utilized requiring higher-order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

## **NUTRITION AND WELLNESS**

### *FC5342*

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 credit per semester, 1 credit maximum
- Counts as a Directed Elective or Elective for all diplomas

# **MATHEMATICS DEPARTMENT**

## **ALGEBRA I**

*MA2520A, MA2520B*

*Algebra I* formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas
- Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

## **MATH LAB**

*MA2560A, MA2560B*

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 1 semester course, 1 credit per semester, 8 credits maximum
- Fulfills an elective course requirement for all diplomas

## ALGEBRA II

*MA2522A, MA2522B*

*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. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisite: Algebra I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas

## AP CALCULUS AB, ADVANCED PLACEMENT – DC PFW

*MA2562ADC, MA2562BDC*

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

- Recommended Grade Level: 11, 12
- Required Prerequisites: Pre-Calculus
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course
- To enroll in this course, a **C- or better in Algebra II and Pre-Calculus is required.**

## **AP CALCULUS BC- DC PFW**

*MA2572ADC, MA2572BDC*

*AP Calculus BC* is a course based on the content established and copyrighted by the College Board. AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AP Calculus AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB.

- Recommended Grade: 11, 12
- Recommended Prerequisites: AP Calculus AB
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course

## **GEOMETRY**

*MA2532A, MA2532B*

*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. Geometry is made up of seven strands: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Algebra I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **INTRODUCTION TO CONSTRUCTION WITH GEOMETRY**

### *TE4792A, TE4792B*

*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(s): 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

### **PRE-CALCULUS/ TRIGONOMETRY- DC PFW**

#### *MA2568ADC, MA2568BDC*

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none

- Recommended Prerequisite: Algebra II and Geometry or Integrated Mathematics III
- Credits: 1 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- To be successful in this course, a ***C- or better in Algebra II is strongly recommended.***
- Dual Credit with PFW. Students can earn up to 6 college credits for 2 trimesters.

## AP STATISTICS

*MA2570A, MA2570B*

*AP Statistics* is a course based on the content established and copyrighted by the College Board. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II or Integrated Mathematics III
- Credits: 1 to 2 credit course, 1 credit per semester. Due to the level of rigor, it is recommended that AP Statistics be offered as a 2 semester, 2 credit course.
- Counts as a mathematics course for all diplomas
- Qualifies as a quantitative reasoning course

## MULTI-DISCIPLINARY

### PEER TUTORING

*MU0520A, MU0520B*

*Peer Tutoring* provides high school students with an organized exploratory experience to assist students in the applied skills program 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: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## **PHYSICAL EDUCATION AND HEALTH DEPARTMENT**

### **ELECTIVE P.E.- STRENGTH TRAINING**

*HE3560AG, HE3560BG, HE3560AB, HE3560BB*

*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.. Students have the opportunity to participate in 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.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, maximum of 8 credits
- Counts as an Elective requirement for all diplomas
- The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized

### **ELECTIVE P.E. - SPEED AND AGILITY TRAINING**

*HE3560SAA, HE3560SAB*

Speed and Agility Training, 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. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade: 10, 11, 12

- Required Prerequisites: none
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, maximum of 8 credits
- Counts as an elective requirement for all diplomas
- The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized.
- 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.

## **HEALTH AND WELLNESS EDUCATION**

### *HE3506*

*Health & Wellness*, a course based on *Indiana's Academic Standards for Health & Wellness*, provides the foundational information needed 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; and 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 that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with important core concepts of health and wellness and the knowledge and skills needed to successfully access valid health information, analyze the influence of others on their health behaviors, demonstrate the ability to communicate in a way to enhance and avoid or reduce health risks, demonstrate the ability to use decision-making skills to enhance health, demonstrate the ability to practice health-enhancing behaviors, and demonstrate the ability to advocate for personal, family and community health.

- Recommended Grade Level: 9, 10, 11, 12
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills the Health & Wellness requirement for all diploma types

## **REFEREE TRAINING**

### *HE3560REFA, HE3560REFB*

*Referee Training* will Offer students an opportunity to develop communication, management and leadership skills while providing an avenue for employment during high school as well as post-secondary graduation. Sports covered include: FB, SOC, VB, BB, WR, BA, SB, Flag FB Deliver sport content the season IN ADVANCE of the IHSAA season Fall Semester: BB, WR, BA, SB Spring Semester: FB, VB, SOC, Flag FB.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, maximum of 2 credits
- Counts as an Elective requirement for all diplomas

## **SPORTS MANAGEMENT**

*HE3560SMA, HE3560SMB*

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

- Recommended Grade(s): 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 to 2 semester course, 1 credit per semester, 8 credits maximum

## **PHYSICAL EDUCATION I AND II**

*HE3542AB, HE3542AG, HE3544BB, HE3544BG*

*Physical Education I* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at **least four** of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

- Recommended Grade Level: 8, 9, 10, 11, 12
- Required Prerequisites: Junior High Physical Education

- Credits: 1 semester course each, 1 credit per semester, 1 credit maximum each
- Fulfills the Physical Education requirement for all diplomas

## **SCIENCE DEPARTMENT**

### **BIOLOGY II: FORENSIC SCIENCE**

*SI3092F*

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, may be offered for successive semesters
- Fulfills a science requirement for all diplomas
- 

### **BIOLOGY II: GENETICS & ZOOLOGY**

*SI3026G, SI3026Z*

*Biology II: Genetics and Zoology* is a part of special topics in science in which the science course is grounded in extended laboratory, field, and literature investigations into one or more specialized science disciplines. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student's course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, may be offered for successive semesters
- Counts as a science course for all diplomas

## **BIOLOGY II: MARINE BIOLOGY**

*SI3092M*

*Advanced Science*

*Biology II: Marine Biology* is a part of special topics in science in which the science course is grounded in extended laboratory, field, and literature investigations into one or more specialized science disciplines. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student's course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, may be offered for successive semesters
- Counts as a science course for all diplomas

## **ANATOMY & PHYSIOLOGY**

*SI5276A, SI5276B*

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Biology
- Credits: 1 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a science course requirement for all diplomas

## **BIOLOGY I/BIOLOGY I HONORS**

*SI3024A, SI3024B*

*Biology I* is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution.

Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 9,10,11,12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the Biology requirement for all diplomas

### **CHEMISTRY I/CHEMISTRY I HONORS**

*SI3064A, SI3064B*

*Chemistry I* is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gasses; thermochemistry; solutions; acids and bases. 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, 11, 12
- Recommended Prerequisite: Algebra II (can be taken concurrently)
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a quantitative reasoning course

### **AP CHEMISTRY**

*SI3060A, SI3060B*

Chemistry, Advanced Placement is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gasses, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma course
- Two term, two credit course
- Grade 11-12
- Prerequisite: Chemistry I

- Students are expected to take the AP Exam in May.

## **INTEGRATED CHEMISTRY-PHYSICS**

*SI3108A, SI3108B*

*Integrated Chemistry-Physics* is a course focused on the following core topics: constant velocity; uniform acceleration; Newton's Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. 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: 10,11,12
- Recommended Prerequisite: Algebra I (may be taken concurrently with this course)
- Credits: A two credit course
- Counts as an Elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas

## **PHYSICS I**

*SI3084A, SI3084B*

*Physics I* is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. 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 Prerequisites: Algebra II
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a quantitative reasoning course

## **AP PHYSICS**

*SI3088A, SI3088B*

*AP Physics* is a course based on the content established and copyrighted by the College Board. There are two AP Physics C courses, Physics C: Mechanics, and Physics C: Electricity and Magnetism. AP Physics C: Mechanics provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and

linear momentum; circular motion and rotation; and oscillations and gravitation. AP Physics C: Electricity and Magnetism provides instruction in each of the following five content areas: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism.

- Recommended Grade: 12
- Required Prerequisites: none
- Recommended Prerequisites: Physics I, Calculus (can be taken concurrently)
- Credits: 2 semester course, 1 credit per semester
- Counts as a science course for all diplomas
- Qualifies as a quantitative reasoning course
- Counts as an elective for all diplomas

## **SOCIAL STUDIES DEPARTMENT**

### **AP UNITED STATES HISTORY**

*SS1562A, SS1562B*

*AP United States History* is a course based on the content established and copyrighted by the College Board. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; people; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 2 semester course, 1 credit per semester
- Fulfills the US History requirement for all diplomas
- Students are expected to take the AP Exam in May.

### **AP GOVERNMENT**

*SS1560A*

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Students should be able to read a college level textbook and write grammatically correct sentences.
- Credits: 1 to 2 semester course, 1 credit per semester. Max 2 credits
- Fulfills the government requirement for all diplomas

## **ECONOMICS**

### *SS1514*

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

- Recommended Grade Level: 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Fulfills the Economics requirement for all diplomas
- Qualifies as a quantitative reasoning course

## **ETHNIC STUDIES**

### *SS1516*

*Ethnic Studies* provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of

cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit
- Counts as an Elective for all diplomas

## **INDIANA STUDIES**

### *SS1518*

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

- Recommended Grade Level: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## **PSYCHOLOGY**

### *SS1532*

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

- Recommended Grade Level: 11, 12

- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## **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 describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an Elective for all diplomas

## **TOPICS IN HISTORY: WILD WEST**

### *SS1538W*

*Topics in History: Wild West* 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.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: United States History or World History and Civilization
- Credits: 1 semester course, 1 credit per semester. 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 all diplomas
- Fulfills course requirement for General Diploma

## **UNITED STATES GOVERNMENT**

### *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 understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

- Recommended Grade Level: 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Fulfills the Government requirement for all diplomas

## **UNITED STATES HISTORY**

*SS1542A, SS1542A*

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the US History requirement for all diplomas

## **WORLD HISTORY AND CIVILIZATION**

*SS1548A, SS1548B*

*World History and Civilization* emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas

## **WORLD LANGUAGE DEPARTMENT**

### **SPANISH I**

*WL2120A, WL2120B*

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

## SPANISH II

*WL2122A, WL2122B*

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

- Recommended Grade Level: 10, 11, 12
- Required Prerequisites: Spanish I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- To be successful in these advanced courses, a grade of ***C- or better is strongly recommended*** in Foreign Language I.

## SPANISH III – DC IVY TECH

*WL2124A, WL2124BDC*

*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.

- Recommended Grade Level: 10, 11, 12
- Required Prerequisites: Spanish I and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- To be successful in these advanced courses, a grade of ***C- or better is strongly recommended*** in Foreign Language II.

### SPANISH IV – DC IVY TECH

*WL2130A, WL2130BDC*

*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.

- Recommended Grade Level: 11, 12
- Required Prerequisites: Spanish I, II and III
- Credits: 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- To be successful in these advanced courses, a grade of ***C- or better is strongly recommended*** in Foreign Language III.
- Dual Credit with Ivy Tech

## VOCATIONAL PROGRAMS

### **Impact Institute Programs**

Enrollment in an Impact Institute program is by application through East Noble High School and open to juniors and seniors only. Selection will be based on attendance, preparation for the program, credits earned (on track to graduate), and grades. The student must be in good standing at East Noble High School.

#### **AUTOMOTIVE TECHNOLOGY**

*VOC5510A, VOC5546B*

*Automotive Services Technology I* is a one year course that encompasses the sub topics of the NATEF/ ASE identified areas of Steering & Suspension and Braking Systems. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one year offering must meet the NATEF program certifications for the two primary areas offered in this course. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. Mathematical skills will be reinforced through precision measuring activities as well as cost estimation and calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

- Recommended Grade Level: 11, 12
- Credits: 2 semester course, 2 semesters required, 1-3 credits
- Length of Program: Two years, six credits per year
- Location: Fairview Plaza, Kendallville
- College credit through Ivy Tech Community College available

#### **AUTOBODY COLLISION REPAIR**

*VOC5514A, VOC5544B*

*Automotive Collision Repair Technology I* includes classroom and laboratory experiences in all phases of the body repair process. Students will examine the characteristics of body metals including the installation of moldings, ornaments, and fasteners with an emphasis on sheet metal analysis and safety. Course coverage also includes instruction in personal and environmental safety practices as related to OSHA and other regulatory agencies. Additional instruction is given in the course on measurement principles and automotive fasteners. Instruction should also emphasize computerized frame diagnosis, color-mixing, and estimation of repair costs.

- Recommended Grade Level: 11, 12
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

- Counts as a Directed Elective or Elective for all diplomas
- Length of Program: Two years, six credits per year
- Location: Dowling Street Facility, Kendallville
- College credit through Ivy Tech Community College and Vincennes available

## **CONSTRUCTION TRADES**

*VOC5578A, VOC5580B*

*Construction Trades I* classroom and laboratory experiences involve the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of construction, future trends and career options, reading technical drawings and transforming those drawings into physical structures are covered. The relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop layout and floor construction skills. Blueprints and other professional planning documents will also be covered. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration's Safety & Health Standards for the construction industry.

- Recommended Grade Level: 11, 12
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Length of Program: Two years, six credits per year
- Location: Dowling Street Facility, Kendallville
- College credit through IVY Tech Community College available

## **COSMETOLOGY**

*VOC5804A, VOC5806B*

*Cosmetology I* offers an introduction to cosmetology with an emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring, business and personal ethics, bacteriology, and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. The State of Indiana requires a total of 1500 hours of instruction for licensure.

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: Interpersonal Relationships

- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as Directed Elective or Elective for all diplomas
- Length of Program: Two years, six credits per year
- Location: Fairview Plaza, Kendallville
- College credit through Vincennes

## **CRIMINAL JUSTICE**

*VOC5822A, VOC5824B*

*Criminal Justice I* Introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Interpersonal Relationships
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Length of Program: One year, six credits per year
- Location: Fairview Plaza, Kendallville
- College credit available through Vincennes

## **CULINARY ARTS**

*VOC5802A, VOC5803B*

*Culinary Arts and Hospitality I* prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; ; apply basic principles of sanitation and safety in order to maintain safe and healthy food service and hospitality environments; use and maintain related tools and equipment; and apply management principles in food service or hospitality operations. Intensive laboratory experiences with commercial applications are a

required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students' laboratory experiences. Students are monitored in their laboratory experiences by the *Culinary Arts and Hospitality* teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: 11,12
- Recommended Prerequisites: Nutrition and Wellness
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Length of Program: Two years, six credits per year
- Location: Fairview Plaza, Kendallville
- College credit through IVY Tech Community College available

### **PRIMARY HEALTH CARE**

*VOC5282A, VOC5282B*

*Health Science Education II: Nursing* is an extended laboratory experience designed to provide students with the opportunity to assume the role of nurse assistant. Students have the opportunity to learn, and then to practice those technical skills previously learned in the classroom at qualified clinical sites while under the direction of licensed nurses. These sites may include extended care facilities, hospitals and home health agencies. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels of the healthcare field; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills such as providing appropriate personal care to patients; reporting necessary information to nursing staff; operating and monitoring medical equipment; teaching and assisting patients and families with the management of their illness or injury; and performing general health screenings. This course provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to post-secondary opportunities, and to work in a variety of health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service. Recommended Grade Level: 11

- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for all diplomas
- Length of Program: One year, six credits per year
- Location: Sawyer Rd., Kendallville

- College credit through IVY Tech Community College available

## **HEALTH OCCUPATIONS EDUCATION**

*VOC5207A, VOC5208B*

*Health Science Education II: Special Topics* is an extended laboratory experience designed to address the advancement and specialization of healthcare careers through the provision of a specialized course for a specific healthcare workforce in the school's region. Practicum is at a qualified clinical site, and is designed to give the student the opportunity to practice technical skills previously learned in the classroom; all while working under the direction of the appropriately licensed healthcare professional. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams, and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills for providing basic care appropriate for their healthcare setting and audience. Course standards and curriculum must be tailored to the specific healthcare profession, preparing students to advance in this career field, and where applicable, provide students with opportunities for certification or dual credit. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to post-secondary opportunities, and to work in a variety of health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

- Recommended Grade Level: 12
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, maximum of 6 credits.
- Counts as a Directed Elective or Elective for all diplomas
- Length of Program: One year, six credits
- Location: Parkview Noble and other off site locations throughout Kendallville
- College credit through IVY Tech Community College available

## **HEATING, VENTILATION, AND AIR CONDITIONING (HVAC)**

*VOC5581A, VOC5583B*

*Building and Facilities Management II* Introduces students to the tools, processes and procedures needed to maintain the various HVAC, plumbing and electrical systems found in all buildings and facilities. Students will learn basic operation and troubleshooting techniques for these systems with an emphasis placed on utilizing appropriate maintenance standards to increase the

working life of these systems. Additionally, a focus should be placed on modern automated facility efficiency systems.

- Recommended Grade Levels: 12
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Length of Program: Two years, six credits per year
- Location: Dowling Street Facility, Kendallville
- College credit through IVY Tech Community College available

### **INTERACTIVE MEDIA**

*VOC5232A, VOC5233B*

*Interactive Media* prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace”.

- Recommended Grade Level: 11, 12
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Length of Program: Two years, six credits per year
- Location: Dowling Street Facility, Kendallville
- College credit through IVY Tech Community College available

### **SMART TECHNOLOGIES & AUTOMATION**

*VOC7100A, VOC7100B, VOC7220A, VOC7220B*

*The Smart Technologies & Automation program* is a place where Information Technology, Smart Technologies, Automation, and Robotics come together to create the most efficient workplaces of the future. It is an environment where students will learn how machines "talk" to machines and machines "talk" to people through the Internet and the Cloud in order to make life and work more convenient. The combinations of these technologies and their interconnectivity leads to a more comprehensive approach to the making and delivery of the products we buy and use every day. These technologies are being introduced into many manufacturing and logistics businesses, but are likely to become commonplace in many industries in the future.

- Recommended Grade Level: 11, 12
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

- Counts as a Directed Elective or Elective for all diplomas
- Length of Program: Two years, six credits per year

## **PRECISION MACHINING**

*VOC5782A, VOC5784B*

*Precision Machining I* provides students with a basic understanding of the precision machining processes used in industry, manufacturing, maintenance, and repair. The course instructs the student in industrial safety, terminology, tools and machine tools, measurement and layout. Students will become familiar with the setup and operation of power saws, drill presses, lathes, milling machines, grinders and an introduction to CNC (computer numerically controlled) machines.

- Recommended Grade Level: 11, 12
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course
- Length of Program: Two years, six credits per year
- Location: Dowling Street Facility, Kendallville
- College credit through IVY Tech Community College available

## **MARINE MECHANICS**

*VOC5842A, VOC5843B*

*Recreational and Mobile Equipment I* introduces students to fundamental concepts in the internal workings and operations of engines. Training will cover hydraulics, cooling and electrical systems, and other engine components. Students will explore the interrelatedness of these systems by examining and identifying the commonalities and differences between the various engines that power recreational and mobile equipment. Additional emphasis should be placed on content specific reading of repair and maintenance manuals.

- Recommended Grade Levels: 11, 12
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Length of Program: Two years, six credits per year
- Location: Dowling Street Facility, Kendallville

## **WELDING**

*VOC5776A, VOC5778B*

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

- Recommended Grade Level: 11, 12
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Length of Program: Two years, six credits per year
- Location: Dowling Street Facility, Kendallville
- College credit through IVY Tech Community College available

# **XII. JR. HIGH COURSE CATALOG**

## **LANGUAGE ARTS**

### **LANGUAGE ARTS 6<sup>th</sup> Grade**

Language Arts, grade six, based on Indiana’s Academic Standards for English/Language Arts, is integrated instruction emphasizing reading, writing, speaking, listening, and media watching with interesting and age-appropriate content. Students apply skills they learned in earlier grades to make sense of longer, more challenging texts. Students interpret figurative language and words with multiple meanings. Students examine an author's choice of words and the logic of statements in nonfiction works. Students critique the believability of characters and plots in fiction works. Students read and respond to fiction selections — such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas. They also read and reflect on nonfiction selections — such as subject area books, biographies, magazines, and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students apply language skills and strategies they learned in earlier grades. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections, or reality-based experiences, multimedia presentations, and classroom or group experiences. Students apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. Students use simple, compound, and complex sentences to express their thoughts. Students deliver oral presentations on problems and solutions and show evidence to support their views. Students also listen to literature read aloud to them and write independently for enjoyment.

### **LANGUAGE ARTS 7<sup>TH</sup> GRADE**

Language Arts, grade seven, based on Indiana’s Academic Standards for English/Language Arts, is integrated instruction emphasizing reading, writing, speaking, listening, and media watching with interesting and age-appropriate content. Students develop advanced skills and strategies in reading. Students understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. Students begin to read reviews, as well as critiques of both informational and literary writing. Students read and respond to fiction selections — such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas. They also read and reflect on nonfiction selections — such as subject area books, biographies, magazines, and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students develop advanced skills and strategies in language. Using oral discussion, reading, writing, art, music, movement, and drama, students

respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. Students write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of sources. Students use a variety of sentence structures and modifiers to express their thoughts. Students deliver argumentative presentations that state a clear position in support of an argument or proposal. Students also listen to literature read aloud to them and write independently for enjoyment.

### **LANGUAGE ARTS 8<sup>TH</sup> GRADE**

Language Arts, grade eight, based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading, writing, speaking, listening, and media interest and age-appropriate content. Students begin to study the history and development of English vocabulary. Students begin to compare different types of writing as well as different perspectives on similar topics or themes. Students evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. Students read and respond to fiction selections — such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas. They also read and reflect on nonfiction selections — such as subject area books, biographies, magazines, and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students get ready for the language challenges of high school materials. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. Students not only write or deliver research reports but also conduct their own research. Students use subordination, coordination, noun phrases, and other devices of English language conventions to indicate clearly the relationship between ideas. Students deliver a variety of types of presentations and effectively respond to questions and concerns from the audience. Students also listen to literature read aloud to them and write independently for enjoyment.

### **LANGUAGE ARTS LAB 7-8**

Grades Six-Eight Language Arts Lab is supplemental to language arts to provide students with individualized or small group instruction designed to support success in completing language arts studies aligned with Indiana's Academic Standards for English/Language Arts in grades 6-8.

- Recommended Grade Level: grades 6-8
  - For students who need additional support in all the language arts areas (reading, writing, speaking, and listening)

- NOTE: May also be used for students who need Tier 2 and 3 interventions in English/Language Arts

## **READING & LITERATURE**

Reading and Literature, grade six, based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading in content that is interesting and age-appropriate. Students apply skills they learned in earlier grades to make sense of longer, more challenging text. Students interpret figurative language and words with multiple meanings. Students examine an author's choice of words and reasonableness of statements in nonfiction works. Students critique the believability of characters and plots in fiction works. Students begin to read autobiographies. Students read or listen to and then respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, folklore or mythology, poetry or songs, and plays. Their reading/listening lists also include nonfiction selections, such as subject-area books, biographies, children's magazines or periodicals, reference (dictionary, thesaurus, atlas, encyclopedia) and technical materials, as well as online information. Students self-select books of interest and read independently for enjoyment.

## **FINE ARTS**

### **INTRO TO DRAMA**

Intro to Drama middle level, based on the Indiana Academic Standards for Theater, enables students to use movement, voice, and language effectively to create characterizations in a wide variety of historical and cultural contexts. Improvisation enables them to demonstrate an understanding of the concepts of space, time, and mannerisms in character portrayals. Additionally, students write scripts based on personal experience, imagination, history, and literature. Students increase their awareness of vocational opportunities in the theater arts and learn to develop criteria for the evaluation of recorded and live performances. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

### **BEGINNING/INTERMEDIATE BAND**

Beginning and Intermediate Band is based on the Indiana Academic Standards for Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by beginning or continuing to play an instrument. The instrumental classes provide instruction in any of the following areas: strings, woodwinds, brass, percussion, guitar, and keyboard instruments, including electronic instruments. Ensemble and solo activities are designed for students to develop basic elements of musicianship including tone production, technical skills, and intonation. Activities include improvising; composing; reading, notating,

and sight-reading music; listening; analyzing; evaluating; and experiencing historically significant styles of literature. Students are given opportunities to participate in performances outside of the school day that support and extend the learning in the classroom. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

- 6<sup>th</sup> grade students start in Beginning Band
- 7<sup>th</sup> grade students move to Intermediate Band
- 8<sup>th</sup> grade students may have the opportunity to register for high school level band by invitation

### **BEGINNING/INTERMEDIATE CHOIR**

Beginning/Intermediate Choir is based on the Indiana Academic Standards for Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by participating in choral ensemble classes. Ensemble classes provide group and solo activities and are designed to develop students' musicianship including vocal production, technical skills, and intonation. Activities and experiences include improvising and composing music, listening to, analyzing, and evaluating music, and performing vocal literature of various styles, historical periods, and world cultures. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

- 6<sup>th</sup> grade students start in Beginning Choir
- 7<sup>th</sup> grade students move to Intermediate Choir
- 8<sup>th</sup> grade students may have the opportunity to register for high school level choir by invitation

## **PHYSICAL/HEALTH EDUCATION**

### **PHYSICAL EDUCATION GRADE 6**

Physical Education in grade six is based on the Indiana Academic Standards for Physical Education. Students in grade six physical education continue to develop psychomotor skills through participation in a variety of developmentally appropriate sports (individual, dual, and team), rhythmic activities, lifetime recreational activities, and fitness activities. The focus is on the development of complex movement skill combinations and knowledge. Students develop an understanding of physiological changes, which occur as a result of physical activity. Students expand their knowledge of fitness concepts, principles, and strategies as well as how other concepts like self-responsibility, positive social interaction, and group dynamics affect learning and performance. Students learn to work cooperatively toward a common goal. Ongoing assessment is conducted throughout the curriculum. Along with the current academic standards,

the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

### **PHYSICAL EDUCATION GRADE 7**

Physical Education in grade seven is based on the Indiana Academic Standards for Physical Education. Students in grade seven physical education continue to refine complex combinations of movement in selected sports and activities. Students apply more advanced strategies in physical activities and try new sports and lifetime physical activities. The focus is on meeting challenges and making decisions in the context of expanded personal responsibility. Students learn about different cultures and how they relate to the physical activities and dances from those countries. Students continue to expand their knowledge of rules and strategies, sportsmanship, and cooperative skills as well as fitness concepts and the benefits of health related fitness. Ongoing assessment includes both written and performance-based skill evaluations. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

### **PHYSICAL EDUCATION GRADE 8\***

*Physical Education I* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at **least four** of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. 8<sup>th</sup> grade students taking this class will receive two high school credits.

- Recommended Grade Level: 8, 9, 10, 11, 12
- Required Prerequisites: Junior High Physical Education
- Credits: 1 semester course each, 1 credit per semester, 1 credit maximum each
- Fulfills the Physical Education requirement for all diplomas

### **HEALTH AND WELLNESS GRADES 6-8**

Health and Wellness grade six, grade seven, and grade eight, provides for the continued development of attitudes and behaviors related to becoming a health-literate individual as part of a planned, sequential, comprehensive health education curriculum that uses the Indiana Academic Standards for Health and Wellness to support student development of essential health skills within the ten health content areas. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity, mental health;

alcohol, tobacco and other drug use; and family life and human sexuality are areas used for skill development. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

- In grade six, students focus on continued skill development and skill applications that assist in building competencies for health literacy. These may include decision-making skills, stress management skills, communication skills, social skills, and assertiveness skills.
- In grade seven, students focus on continued skill development and more opportunities for analyzing, modeling, and applying skills that will assist in building competencies for health literacy. These may include decision-making skills, stress management skills, communication skills, social skills, and assertiveness skills.
- In grade eight, students focus on continued skill development and more opportunities for analyzing, modeling, and applying skills that will assist in building competencies for health literacy. Students apply health education concepts and health literacy skills, e.g., practicing interpersonal communications that promote health; analyzing positive and negative, internal and external influences on health decisions, and demonstrating self-care practices in managing personal daily activities.

## **MATHEMATICS**

### **GRADE 6 MATHEMATICS**

Mathematics grade six standards are made up of five strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis and Statistics. The skills listed in each strand indicate what students in grade six should know and be able to do in mathematics. Grade six begins the transition from the heavy emphasis on numbers and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian (coordinate) plane; formalize algebraic thinking into algebraic expressions, equations, and inequalities; apply their previous knowledge of geometry in real world and mathematics situations; and begin to develop understanding of statistical variability and distributions. Using the Process Standards for Mathematics in a planned and deliberate method to present the mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics. Along with the current academic standards, the Science/Technical Studies Content Area Literacy

Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

### **GRADE 7 MATHEMATICS**

Mathematics grade seven standards are made up of five strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade seven should know and be able to do in mathematics. Grade seven continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in grade six. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometric figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. Using the Process Standards for Mathematics in a planned and deliberate method to present the mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

### **GRADE 8 MATHEMATICS**

Mathematics grade eight standards are made up of five strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade eight should know and be able to do in mathematics. Grade eight continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was started in grades 6 and 7. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. Using the Process Standards for Mathematics in a planned and deliberate method to present the mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are

incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

*Students may take Algebra 1 for high school credit on recommendation from the teacher. See high school course catalog for course description.*

## **MATH LAB GRADES 6-8**

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics content aligned with Indiana's Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with the study of mathematics, and the content of Mathematics Lab should be tightly aligned to the corresponding content being studied. Mathematics Lab should relate and reinforce mathematics skills students have learned previously, fill in gaps and misconceptions of previous content, and present the current content in concrete and hands-on methods.

- Recommended grade level: grades 6-8
- For students who need additional support in mathematics.
  - NOTE: May also be used for students who need Tier 2 and 3 interventions in mathematics

## **SCIENCE**

### **SCIENCE GRADE 6**

Students in grade six model the relationships between time and position when describing motion. Students investigate the transfer of potential and kinetic energy. Students investigate properties of waves, including light, sound, and other energies. Students explore the relationships between celestial bodies and the force that keeps them in regular and predictable motion. Students describe the complex relationships that exist between organisms in all ecosystems and they understand that the major source of energy for all ecosystems is the sun. The science and engineering processes and engineering opportunities are integrated with content throughout the course. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

### **SCIENCE GRADE 7**

Students in grade seven discover that energy cannot be created or destroyed, but only changed from one form into another or transferred from place to place. Students investigate energy in relationship to solids, liquids, gasses, and heat transfer. Students examine and describe how earth processes have shaped the topography of the earth and have made it possible to measure geological time. Students investigate the natural processes of the earth and understand how the

earth is constantly changing. Students probe the cellular structure of living organisms, from single-celled to multicellular. The science and engineering processes as well as engineering opportunities are integrated with content throughout the course. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

### **SCIENCE GRADE 8**

Students in grade eight understand how atomic structure determines chemical properties and how atoms and molecules interact. Students explain how the water cycle and air movement are caused by differential heating of air, land, and water and how these affect weather and climate. Students understand that natural and human events change the environmental conditions on the earth. Students understand the predictability of characteristics being passed from parent to offspring. Students will understand how a particular environment selects for traits that increase survival and reproduction by individuals bearing those traits. Students evaluate the evidence of evolution and relationships/categorization among organisms. The science and engineering processes as well as engineering opportunities are integrated with content throughout the course. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

## **SOCIAL STUDIES**

### **SCIENCE GRADE 6**

Students in grade six model the relationships between time and position when describing motion. Students investigate the transfer of potential and kinetic energy. Students investigate properties of waves, including light, sound, and other energies. Students explore the relationships between celestial bodies and the force that keeps them in regular and predictable motion. Students describe the complex relationships that exist between organisms in all ecosystems and they understand that the major source of energy for all ecosystems is the sun. The science and engineering processes and engineering opportunities are integrated with content throughout the course. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

### **SCIENCE GRADE 7**

Students in grade seven discover that energy cannot be created or destroyed, but only changed from one form into another or transferred from place to place. Students investigate energy in relationship to solids, liquids, gasses, and heat transfer. Students examine and describe how earth

processes have shaped the topography of the earth and have made it possible to measure geological time. Students investigate the natural processes of the earth and understand how the earth is constantly changing. Students probe the cellular structure of living organisms, from single-celled to multicellular. The science and engineering processes as well as engineering opportunities are integrated with content throughout the course. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

## **SCIENCE GRADE 8**

Students in grade eight understand how atomic structure determines chemical properties and how atoms and molecules interact. Students explain how the water cycle and air movement are caused by differential heating of air, land, and water and how these affect weather and climate. Students understand that natural and human events change the environmental conditions on the earth. Students understand the predictability of characteristics being passed from parent to offspring. Students will understand how a particular environment selects for traits that increase survival and reproduction by individuals bearing those traits. Students evaluate the evidence of evolution and relationships/categorization among organisms. The science and engineering processes as well as engineering opportunities are integrated with content throughout the course. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

## **ELECTIVES**

### **INTRO TO SPANISH GRADE 7 & 8**

Introduction to Spanish is based on Indiana's Academic Standards for World Languages and follows one of two sequences of standards. The first is for students who studied world languages in elementary school. With a focus on friends and social interactions, this curriculum centers on improving students' productive and receptive language skills. Students also discover languages' structural differences and develop more in-depth cultural awareness. The second sequence is designed for middle school students new to world languages study. These students will focus on vocabulary and introductory language skills to build a strong foundation in the language. Both sequences build toward a communicative proficiency in a world language. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated into both sequences of the course with the expectation that they will provide a continuum of reading and writing skills development.

*Students may take Spanish I in 8th grade for high school credit on recommendation from the teacher. See high school course catalog for course description.*

## **EXPLORING COLLEGE & CAREERS GRADE 6 & 7**

Exploring College and Careers provides students opportunities to explore their personal goals, interests, and aptitudes as they relate to career concepts, including the 16 national career clusters and Indiana's College and Career Pathways, and determine what they want and expect for their future. Students learn about various traditional and nontraditional careers and gain an awareness of the level of education and type of training needed for a variety of careers and occupations. Students build good study habits, expand their technology skills, develop or update their graduation plans, and complete a college and career readiness exam. Virtual and real life opportunities are provided for students to observe and explore various careers. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

## **DIGITAL CITIZENSHIP**

Digital Citizenship prepares students to use computer technology in an effective and appropriate manner. Students develop knowledge of word processing, spreadsheets, presentation and communications software. Students establish what it means to be a good digital citizen and how to use technology appropriately. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

## **INTRO TO AG GRADE 8**

Introduction to Agriculture has flexibility in content due to the variety of local offerings. The nature of this course is to provide students with an overview of various aspects of the agriculture industry. Topics to be covered in this course can include: leadership, supervised agriculture experience, plant and soil science, natural resources, animal science, agribusiness, food science, and power, structure, and technical systems. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

## **EXPLORING/BEGINNING ART GRADE 7/8**

Art middle level is based on the Indiana Academic Standards for Visual Arts. Students in the middle level program build on the sequential learning experiences of the elementary program

that encompass art history, criticism, aesthetics, and production. Through self-reflection, including dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students continue to utilize their art knowledge and skills to make connections across the curriculum, study career options, and identify skills required for those careers. Additionally, students identify how to utilize resources of the arts community as well as how they can support the arts community. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

### **EXPLORING COMPUTERS/TECHNOLOGY GRADE 6/7**

Middle level computer science builds upon the computer science standards for grade bands kindergarten to grade 2 and grade 3 to grade 5, incorporates the computer science standards for grade band grade six to grade eight, and helps to provide a seamless transition to introductory high school coursework. The standards focus on Indiana's Five Core Computer Science Concepts: Data and Information, Computing Devices and Systems, Programs and Algorithms, Networking and Communication, and Impact and Culture. Focusing on these domains offers students the opportunity to experience and apply a variety of computer science concepts in order to build a solid foundation for more advanced and specialized studies. Recommended for grades six through eight. No required prerequisites.

### **EXPLORING DRAMA GRADE 6/7**

Creative Dramatics middle level, based on the Indiana Academic Standards for Theater, enables students to use movement, voice, and language effectively to create characterizations in a wide variety of historical and cultural contexts. Improvisation enables them to demonstrate an understanding of the concepts of space, time, and mannerisms in character portrayals. Additionally, students write scripts based on personal experience, imagination, history, and literature. Students increase their awareness of vocational opportunities in the theater arts and learn to develop criteria for the evaluation of recorded and live performances. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

### **EXPLORING MUSIC GRADE 7**

Middle level Exploring Music is based on the Indiana Academic Standards for Music. Students are provided with activities that build on kindergarten through grade six musical knowledge and

skills. Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

### **TECHNOLOGY AND MAKERSPACE GRADE 7**

Makerspace and Technology Education, Middle Level provides students with hands-on, problem-based learning opportunities to develop, produce, use, and assess products related to engineering and technology. Students additionally develop individual and teamwork skills to participate in society and the workplace. The four domains included in these standards are general engineering and technology concepts, engineering design and development, producing and using technology, and technology careers. Activities should focus on content related to engineering and technology as a body of knowledge, using resources and actions to: (1) apply engineering design, (2) use processes to produce artifacts and systems, (3) used devices tools and systems safely and appropriately, (4) and assess impacts on society and the environment. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

### **EXPLORING LIFE SKILLS GRADE 6**

This course allows students to explore their personality type and interests, as well as refine important skills that will benefit them throughout their lives, including personal nutrition and fitness skills, time & stress management, communication & healthy relationships, goal setting, study skills, leadership and service, environmental and consumer health, and personal finances. In addition, students will explore possible colleges and careers that match their needs, interests, and talents.

