

2021 - 2022

**COURSE
DESCRIPTION
GUIDE**

Covington High School
1017 6th St.
Covington, IN 47932
(765) 793-2286

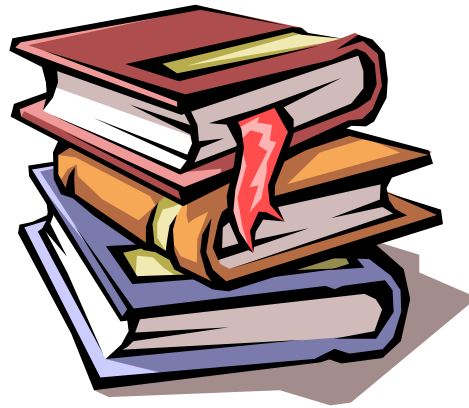


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MISSION STATEMENT

Covington High School is committed to serving the academic, physical, social, and emotional needs of its students as they transition from adolescence to adulthood. The school community is committed to creating an orderly, caring environment maintained through fair and consistent discipline. Individual learning styles are accommodated by differentiated instruction and assessment analysis. All aspects of the school's curricular and extracurricular activities are student centered and effectively communicated to the entire learning community. The ultimate goal of the broader educational community is to prepare the students for the challenging demands of a competitive global community.

ASSISTANCE DIRECTORY

(765) 793-2286

Where does a student go for help with various problems?

Check this list to find out where assistance may be obtained:

Principal	Mrs. Alison Karrfalt
Dean of Students	Mr. Ryan Sowers
Athletic Director	Mr. Travis Brown
School Counselor	Mrs. Laura Myers
Administrative Assistant – Guidance/Athletics	Mrs. Robin Brown
Administrative Assistant – Front Office/ECA Treasurer	Mrs. Jennifer Linville
Administrative Assistant – Attendance	Mrs. Stephanie Hohenstein
Athletic Eligibility	Mr. Trent McCormick
Change of Address	Mrs. Robin Brown
Changing Schools	Mrs. Laura Myers
College Information	Mrs. Laura Myers
Illness/Attendance	Mrs. Stephanie Hohenstein
Lost and Found	Main Office
School Resource Officer	Officer Kyle Cates
Schedule Changes	Mrs. Laura Myers
Technology	Mr. John Karrfalt
Visitor Pass	Mrs. Stephanie Hohenstein

REGISTRATION

In selecting your courses, careful planning is a necessity. Covington High School offers a variety of classes and students are encouraged to take advantage of as many as possible. Scheduling of students is an involved process; thus, students and parents should consider quite seriously each course selection to be made. Students are encouraged to develop and revise yearly a four-year high school course selection sheet. Each student has a Google sheet for logging extra-curricular activities, work experience, and it also contains a four-year plan. Registration for the next school year takes place each spring. Certain courses are required for graduation, and others are elective. Students with specific goals after high school must select courses that will help them attain those goals. Barring unforeseen circumstances, students should have their next year's schedule in May. **Changes may be made in May and the first two weeks of June in the Guidance Office.**

FULL TIME STUDENT STATUS

All students at Covington High School must maintain a full-time status. To be considered full-time, a student must attend all 8 periods of the school day. Any need for an exception to this rule must be submitted in writing to the principal, who may grant permission.

GRADE CLASSIFICATION

Once in high school, students are no longer promoted from one grade to the next. At the end of each school year, all student transcripts are checked to determine the number of credits each student has earned to date. Credits required to proceed to the next grade level are as follows:

10 credits	to be a sophomore
20 credits	to be a junior
30 credits	to be a senior

Students not earning enough credits to proceed to the next grade level will be reclassified and will remain in the same grade for the following year. This policy will help ensure that students have a realistic understanding of their progress toward graduation

SCHEDULE CHANGES

Students are provided ample time during the spring scheduling process to make their course selection for the following school year. Therefore, as a general rule, schedules shall not be changed after the beginning of each semester unless approved by the guidance counselor or principal.

REPEATING A CLASS

If a required class is failed, it must be repeated as soon as possible. You may not repeat a class you have already taken and received credit in, except for band, chorus, and elective physical education. Exception to this must have principal approval.

CREDIT RECOVERY

Any credit recovery completed outside of Covington High School must have principal and counselor approval prior to beginning the course. There will be credit recovery options for juniors and seniors at Covington High School. Credit recovery may only be completed to makeup for a previously failed course and student must have principal and counselor approval. Any interested students should see the school counselor.

DUAL CREDIT/COLLEGE CREDIT

Any student wanting to enroll in a dual credit course currently NOT OFFERED by Covington Community High School must have principal and/or counselor approval in order to earn high school credit in addition to the college credit. These courses will NOT be weighted.

HOMEWORK REQUEST

Students should contact their teachers via email to request homework when absent. If books are needed, please contact the office. If student doesn't have internet access, please contact Mrs. Brown in the guidance office for homework.

GRADUATION REQUIREMENTS

In addition to the following credit requirements, students in the class of 2022 must also pass the required state tests (Math and English portions of ISTEP+ Grade 10) or complete the requirements of the Graduation Pathways. The class of 2023 and beyond must complete the Graduation Pathways requirements.

	General Diploma (FORMAL OPT-OUT)	Core 40 Diploma	Core 40 w/ Technical Honors	Core 40 w/ Academic Honors
Credit Totals:	40	40	47 – GPA – 3.0	47 – GPA – 3.0
English/Lang. Arts	8 credits * English 9 * English 10 * English 11 * English 12	8 credits * English 9 * English 10 * English 11 * English 12	8 credits * English 9 * English 10 * English 11 * English 12	8 credits * English 9 * English 10 * English 11 * English 12
Mathematics	6 credits * Algebra I * 2 other math courses	6 credits** * Algebra I * Geometry * Algebra II	6 credits** * Algebra I * Geometry * Algebra II	8 credits** * Algebra I * Geometry * Algebra II * Pre-Cal/Trig or AP Stat
Science	4 credits * Biology I * Any other science (physical)	6 credits * Biology I * ICP/Chem I/Phys I * Any science course	6 credits * Biology I * ICP/Chem I/Phys I * Any science course	6 credits * Biology I * ICP/Chem I/Phys I * Any science course
Social Studies	4 credits * US History * Government (1 Sem) * Economics (1 Sem)	6 credits * US History * Government (1 Sem) * Economics (1 Sem) * World History OR * Geo/Hist of the World	6 credits * US History * Government (1 Sem) * Economics (1 Sem) * World History OR * Geo/Hist of the World	6 credits * US History * Government (1 Sem) * Economics (1 Sem) * World History OR * Geo/Hist of the World
Physical Education	2 credits	2 credits	2 credits	2 credits
Health/Wellness	1 credit	1 credit	1 credit	1 credit
College/Career Pathway	6 credits		6 credits (CTE)	
Other	5 Flex Credits	5 Directed Elective Credits * World Language * Fine Arts * Career/Technical Ed	5 Directed Elective Credits * World Language * Fine Arts * Career/Technical Ed	Directed Elective Credits * World Language (6-8) * Fine Arts (2)
Electives	4 credits	6 credits	7 credits	8 credits
Add'l Requirements	Math/QR Jr or Sr year	Math/QR course each year	Math/QR course each year	Math/QR course each year

**** Students must earn six mathematics credits after entering high school. Mathematics credits earned prior to grade 9 may meet specific course requirements and may count towards the credit requirements for a diploma, but six mathematics credits must be earned while in high school.**

If a student plans to enroll at a four-year college in Indiana, he/she should complete a Core 40. World Language is not required, but two years of one language is recommended for those students planning to enroll at a four-year college.

Completion of Core 40 is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than a Core 40, the following **formal opt-out** process must be completed:

- * The student, the student's parent/guardian, and the student's counselor meet to discuss the student's progress.
- * The student's career and course plan is reviewed
- * The student's parent/guardian determines whether the student will achieve greater education benefits by completing the general curriculum or the Core 40 curriculum.
- * If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the college and career pathway sequence the student will pursue is determined.

GRADUATION ADDITIONAL REQUIREMENTS

Core 40 Diploma w/ Academic Honors – 47 credits – GPA 3.0 or above

- * Complete all requirements for Core 40
- * Earn 2 additional Core 40 math credits
- * Earn 6-8 Core 40 world language credits (6 in one language or 4 each in two languages)
- * Earn 2 Core 40 fine arts credits
- * Earn a grade of “C” or above in courses that will count toward the diploma
- * Complete one of the following:
 - ** Four credits in two AP courses and take the corresponding AP exams
 - ** Six verifiable transcribed college credits from the approved dual credit list.
 - ** Two credits in an AP course and take the corresponding AP exam AND three verifiable transcribed college credits from the approved dual credit list.
 - ** The SAT test with a composite score of 1250 or higher and a minimum score of 560 on Math and 590 on Evidence Based Reading/Writing section
 - ** The ACT test with a composite score of 26 or higher and completion of the written section

Math classes for AHD: Algebra I, Geometry, Algebra II, Pre-Calculus/Trigonometry, AP Statistics, AP Calculus

Core 40 Diploma w/ Technical Honors – 47 credits – GPA 3.0 or above

- * Complete all requirements for Core 40
- * Earn a grade of “C” or above in courses that will count toward the diploma
- * College and career pathway resulting in six credits and one of the following:
 - * Pathway designated industry-based certification or credential
 - * Pathway dual credits from the approved dual credit list resulting in six transcribed college credits
- * Complete one of the following:
 - * Any of the options listed under the Core w/ Academic Honors Diploma above (**)
 - * Earn the following minimum scores on WorkKeys:
 - Workplace Documents, Level 6; Applied Math, Level 6: Graphic Literacy, Level 5
 - * Earn the following minimum scores on Accuplacer:
 - Writing – 80; Reading – 90; Math – 75
 - * Earn the following minimum scores on Compass:
 - Algebra – 66; Writing – 70; Reading – 80

Algebra I, if taken in the 8th grade, will count as 2 high school mathematics credits for any diploma. Both semester grades must be a B- or higher in order to keep the credit.

WAIVER PROCESS (IC 20-32-4-4)

Class of 2022

There are three ways to meet the ISTEP+ requirement:

1. Pass the Math and English portions of ISTEP+ Grade 10
2. Fulfill the requirements of the Evidence-based waiver.
3. Fulfill the requirements of the Work-readiness waiver.

Waiver Process:

- * Take the ISTEP+ in each subject area in which the student did not achieve a passing score, at least one each year after the student first took the examination.
- * Complete remediation
- * Maintain a school attendance rate of a least 95% with excused absences not counting against the student’s attendance.
- * Maintain at least a “C” average in the 34 credits required for graduation (all required courses plus some electives)
- * Satisfy all other state and local graduation requirements
- * Evidence-based waiver:
 - * Obtain a written recommendation from the teacher(s) in the subject area(s) not passed, as well as one from the school principal, and show proof that the academic standards have been met.
- * Work-readiness Waiver:
 - * Completes a workforce readiness assessment AND
 - * Complete at least one industry certification from the state board’s approved industry certification list.

GRADUATION PATHWAYS

With the passage of *Graduation Pathways*, students are now able to individualize their graduation requirements to align to their postsecondary goal. No longer must all students fit into the same academic mold, but rather, they can choose the options that best meet their postsecondary needs and aspirations. Students can create pathways that serve their educational interests and prepares them for postsecondary educational and career opportunities (IDOE, Dec. 2018). The Graduation Pathways will be fully implemented for the Class of 2023 and beyond.

Public Law 192-2018 amended the graduation requirements for students in the 2019 through 2022 cohorts to allow these students to meet such graduation requirements by passing the graduation qualifying exam (GQE) **or** successfully completing a graduation pathway. Note that the GQE for these cohorts of students is the ISTEP+ 10 assessment (IDOE, June 2018).

Graduation Pathways Overview:

Vision / Goals:

1. Move education away from a one-size-fits-all approach where earning a diploma is dependent on passing a test
2. Allow **schools** to expand options for students to pursue educational and career interests and goals - *more local control*
3. Allow **students** to select from multiple options to graduate that align with their interests, abilities, and career goals - ***individualize graduation requirements that align with postsecondary goals***

Purpose:

Ensure every student graduates with:

1. Career interests and options
2. Strong foundation of academic and technical skills
3. Employability skills

Graduation Requirements:

1. Earn a HS diploma
2. Learn and demonstrate employability skills in **one** of the following:
 - a. **Project-based learning** - Senior Project
 - b. **Service-based learning** - athletics, NHS, student council, FFA
 - c. **Work-based learning** - employment, internship
3. Demonstrate postsecondary-ready competencies in **one** of the following:
 - a. SAT/ACT/ASVAB, CTE programs, dual credit courses

The CHS Pathways Plan:

- **ALL students will earn a HS diploma** (40 credits minimum)
- **ALL students will obtain employability skills in one of the following categories:** *Project-based, service-based, or work-based learning opportunity*
- **ALL students will fulfill the requirement of at least one of the following postsecondary-ready competencies:**
 - SAT/ACT/ASVAB benchmark
 - State or industry-recognized credential or certification through CTE
 - CTE concentrator ("C" avg. in 2 courses)
 - AP/Dual credit qualifier ("C" avg. in 3 courses - at least 1 course from CTL)



COVINGTON HIGH SCHOOL
Graduation Pathways Checklist



1	High School Diploma (complete one)	<input type="checkbox"/> Core 40	<input type="checkbox"/> Academic Honors	<input type="checkbox"/> Technical Honors	<input type="checkbox"/> General
	2	<p align="center">Learn and Demonstrate Employability Skills (must complete at least one of the following):</p> <input type="checkbox"/> Project-Based Learning Experience <input type="checkbox"/> Service-Based Learning Experience <input type="checkbox"/> Work-Based Learning Experience	Project-Based Learning Experience:		
Learn			Demonstrate		
Senior Portfolio: <input type="checkbox"/> Resume <input type="checkbox"/> Cover Letter <input type="checkbox"/> Credit Tracking Form <input type="checkbox"/> Sample Thank You Note			<input type="checkbox"/> Indiana Career Explorer (summary report) <input type="checkbox"/> Complete one college app & Parchment request <input type="checkbox"/> Complete employment application		
			Senior Interview: <input type="checkbox"/> 15 min. formal interview <input type="checkbox"/> 5 min. feedback w/ interviewer <input type="checkbox"/> student must dress business professional		
Service-Based Learning Experience:					
Activity			Product		
Student Government			<input type="checkbox"/> Reflection (Student) <input type="checkbox"/> Rubric & Recommendation (Sponsor)		
National Honor Society			<input type="checkbox"/> Reflection (Student) <input type="checkbox"/> Rubric & Recommendation (Sponsor)		
IHSAA Athletic Participation (Must earn Varsity Letter)			<input type="checkbox"/> Reflection (Student) <input type="checkbox"/> Rubric & Recommendation (Coach or Athletic Director)		
FFA - Career or Leadership Development Event			<input type="checkbox"/> Reflection (Student) <input type="checkbox"/> Rubric & Recommendation (Sponsor)		
Work-Based Learning Experience:					
Activity			Product		
Student Employment		<input type="checkbox"/> Reflection (Student) <input type="checkbox"/> Verification (Employer)			
CTE Health Careers (built-in clinical site hours)		<input type="checkbox"/> Reflection (Student) <input type="checkbox"/> Rubric & Recommendation (Instructor)			
CTE Cosmetology (built-in shop hours)		<input type="checkbox"/> Reflection (Student) <input type="checkbox"/> Rubric & Recommendation (Instructor)			
SAE (Supervised Ag Experience)		<input type="checkbox"/> Reflection (Student) <input type="checkbox"/> Rubric & Recommendation (Instructor)			

3	<p align="center">Postsecondary-Readiness Competencies (students must complete at least one - see requirements to the right):</p> <input type="checkbox"/> Honors Diploma <input type="checkbox"/> ACT <input type="checkbox"/> SAT <input type="checkbox"/> ASVAB <input type="checkbox"/> State & Industry Recognized Certification <input type="checkbox"/> Career Technical Education Concentrator (CTE) <input type="checkbox"/> AP/Dual Credit	<p align="center">Honors Diploma: must complete one</p> <input type="checkbox"/> Academic Honors <input type="checkbox"/> Technical Honors
		<p>ACT: must meet college-ready benchmarks in <u>two</u> of the four subjects; student can superscore.</p> <input type="checkbox"/> English: 18 <input type="checkbox"/> Math: 22 OR AND OR <input type="checkbox"/> Reading: 22 <input type="checkbox"/> Science: 23
		<p>SAT: student can superscore.</p> <input type="checkbox"/> EBRW: 480 AND <input type="checkbox"/> Math: 530
		<p>ASVAB</p> <input type="checkbox"/> Minimum AFQT score of 31
		<p>State & Industry Recognized Certification: Certification will be taken and earned through corresponding Career Technical Education Course - must be earned prior to graduation.</p> <input type="checkbox"/> A+ Certification <input type="checkbox"/> ASE Student Cert <input type="checkbox"/> American Weld Cert <input type="checkbox"/> CNA <input type="checkbox"/> Cert Internet Web Prof <input type="checkbox"/> CISCO Cert Entry <input type="checkbox"/> Comp TIA A+ <input type="checkbox"/> Comp TIA IT Fund <input type="checkbox"/> Cul Arts Pre-Pac <input type="checkbox"/> State Board Cosmetology <input type="checkbox"/> ECE Pre-Pac <input type="checkbox"/> FANUC Cert Robot <input type="checkbox"/> Microsoft Tech Asst <input type="checkbox"/> MSSC Adv Mfg <input type="checkbox"/> NCHSE <input type="checkbox"/> Network Plus Cert <input type="checkbox"/> Pharm Tech
		<p>CTE Concentrator: must earn a C average or higher in at least 6 high school credits in a career sequence. Course name and credits per semester are listed. (Class of 2023: must earn a C average or higher in at least two non-duplicative advanced courses within a particular program or program of study)</p> <input type="checkbox"/> Adv Mfg I: 1 <input type="checkbox"/> Auto Serv Tech I: 3 <input type="checkbox"/> Auto Serv Tech II: 3 <input type="checkbox"/> Construction I: 3 <input type="checkbox"/> Construction II: 3 <input type="checkbox"/> Cosmetology I: 3 <input type="checkbox"/> Cosmetology II: 3 <input type="checkbox"/> Criminal Justice I: 3 <input type="checkbox"/> Cul Arts I: 3 <input type="checkbox"/> Cul Arts II: 3 <input type="checkbox"/> Early Childhood Ed: 3 <input type="checkbox"/> Health Sci I: 2 <input type="checkbox"/> Health Sci II: 3 <input type="checkbox"/> Info Tech Sup: 3 <input type="checkbox"/> Intro to Adv Mfg: 2 <input type="checkbox"/> Med Term: 1 <input type="checkbox"/> Networking I: 3 <input type="checkbox"/> Precision Mach I: 3 <input type="checkbox"/> Precision Mach II: 3 <input type="checkbox"/> Weld Tech I: 3 <input type="checkbox"/> Weld Tech II: 3
		<p>AP/Dual Credit: must earn a C average or higher in at least 3 courses. One of the three courses must be in a core content area (English, math, science or social studies) unless student takes all courses with an asterisk (*). If AP course is used, student must take corresponding AP exam.</p> <input type="checkbox"/> Animal Science: 1 <input type="checkbox"/> Agri-Business Mgmt: 1 <input type="checkbox"/> Ag Power: 1 <input type="checkbox"/> Adv Ag Power: 1
<input type="checkbox"/> Intro to Lit <input type="checkbox"/> Composition I <input type="checkbox"/> Composition II <input type="checkbox"/> Precalculus (College Alg) <input type="checkbox"/> Trigonometry <input type="checkbox"/> AP Calculus AB <input type="checkbox"/> AP Statistics <input type="checkbox"/> AP US History <input type="checkbox"/> *AG Power <input type="checkbox"/> *Animal Science <input type="checkbox"/> *Agri-Business Mgmt <input type="checkbox"/> Natural Resources <input type="checkbox"/> CTE Course: _____ (one of 3 must be in English, math or social studies)		

WAIVER PROCESS (IC 20-32-4-4.1)
Class of 2023 and beyond

A student may receive a waiver from the postsecondary readiness competency requirements

1. IF the following:
 - A. the student was unsuccessful in completing a postsecondary readiness competency requirement by the conclusion of the student's senior year, including a student who was in the process of completing a competency at one school that was not offered by the school to which the student transferred; **and**
 - B. the student attempted to achieve at least three separate postsecondary readiness competencies;

OR

2. IF the following:
 - A. student transfers to a school during the senior year from a nonaccredited nonpublic school or an out-of-state school and the student:
 - a. attempted to achieve at least one postsecondary readiness competency requirement; and
 - B. was unsuccessful in completing the attempted postsecondary readiness competency.

To receive a waiver, the student must:

1. Maintain at least a "C" average, or its equivalent, throughout the student's high school career in courses comprising credits required for the student to graduate;
2. Maintain a school attendance rate of at least 95% with excused absences not counting against the student's attendance;
3. Satisfy all other state and local graduation requirements beyond the postsecondary readiness competency requirements; **and**
4. Demonstrate postsecondary planning, including:
 - A. college acceptance;
 - B. acceptance in an occupational training program;
 - C. workforce entry; or
 - D. military enlistment; that is approved by the principal of the student's school.

COLLEGE AND CAREER PATHWAY

All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career exploration and preparation opportunities.

Students completing the general diploma requirements are required to complete the six-credit sequence as part of the state mandated graduation requirement. The sequence is flexible. As a student progresses in a sequence, he/she may:

1. Remain in the same pathway throughout high school;
2. Switch pathways to explore an additional career area; or
3. Enroll in a multi-credit career/technical program designed to help the student develop knowledge and skills related to a specific occupation. Many multi-credit career/technical programs offer both high school and postsecondary credit.

Career exploration opportunities are available at www.Indianacareerexplorer.org.

EARLY GRADUATION (AFTER 6 OR 7 SEMESTERS)

Any student wanting to discuss the possibility of early graduation should see the school counselor for specific requirements and/or an application. Please note the following:

1. Application Deadlines:
 - May 1st of sophomore year for 6-semester plan (see below)
 - May 1st of junior year for 7-semester plan
2. Student must meet all requirements for the Core 40 diploma
3. Student must pass all of the state mandated graduation exams (currently ISTEP)
4. Student may or may not have priority or opportunities for certain scholarship

MITCH DANIELS EARLY GRADUATION SCHOLARSHIP

The Mitch Daniels Early Graduation Scholarship is a one-time \$4000 scholarship for students who graduate after 6 semesters. For program requirements and the application process, go to: <https://www.in.gov/che/4508.htm>

COURSES OFFERED AT COVINGTON HIGH SCHOOL
2021 – 2022

ENGLISH/LANGUAGE ARTS

English 9, 10, 11, 12
English 9 Honors
English 10 Honors
Intro to Literature**/Composition I**
(English 11 - Dual Credit)
Composition II**/Lit & Human Experience**
(English 12 - Dual Credit)
Creative Writing (Semester)
Biblical Literature (Semester)

SOCIAL STUDIES

Current Problems, Issues, and Events (Semester)
Ethnic Studies (Semester)
Indiana Studies (Semester)
Geography & History of the World
World History & Civilization
US History
US History (Advanced Placement) **
Economics (Semester)*
Government (Semester)

STEM (PLTW)

Intro to Engineering
Principles of Engineering
Computer Science I*
Computer Science II* **
(AP Computer Science A)

FINE ARTS

Concert Band
Chorus
Music Theory & Composition
Beginning Concert Band
Jazz Ensemble
Intro 2D Art/Intro 3D Art
Adv 2D Art/Adv 3D Art
Digital Design
Adv. Digital Design

HEALTH & PHYSICAL EDUCATION

Physical Education I & II
Health & Wellness (Semester)
Elective Physical Education

CAREER & TECHNICAL EDUCATION

Automotive Service Tech I & II (Covington)
Precision Machining I* & II* (Attica)
Welding Technology I & II (Fountain Central)
Cosmetology I & II (Rockville & Lafayette)
Criminal Justice I (Covington)
Culinary Arts & Hospitality I & II (Seeger)
Information Technology Support I/Networking I (Attica)
Education Professions I & II (Fountain Central)
_Prin of Healthcare/Med Term/Healthcare Spec.:CNA (Seeger)
HSE II: Pharmacy
Emergency Medical Services (North Vermillion)

MATHEMATICS

Algebra I Lab
Algebra I & II
Geometry
Business Math*
Pre-Calculus: Algebra/Trigonometry (Dual Credit) **
Calculus AB (Advanced Placement) **
Statistics (Advanced Placement) **

SCIENCE

Integrated Chemistry/Physics*
Biology I
Environmental Science
Anatomy & Physiology
Chemistry I* & II*
Physics I* & II*

AGRICULTURE EDUCATION

Ag. Power, Structure, & Technology (Dual Credit)
Adv. Ag. Power, Structure, & Technology
Natural Resources (Dual Credit)
Animal Science (Dual Credit)
Agri-Business Management (Dual Credit) *
Supervised Agriculture Experience (SAE)
Work-Based Learning Capstone

FACS (Semester Classes)

Interpersonal Relationships
Preparing for College & Careers
Nutrition & Wellness
Adv. Nutrition & Wellness
Human Development & Wellness
Intro to Fashion & Textiles
Child Development
Adult Roles & Responsibilities
Intro to Housing & Interior Design
Human & Social Services I (2 Semesters)

BUSINESS, MARKETING, & INFORMATION

TECHNICAL EDUCATION

Personal Financial Responsibility (Semester)
Technical/Business Communications
Web Design (Dual Credit)

WORLD LANGUAGES

Spanish I, II, III, IV
French I, II, III, IV

CAREER & TECHNICAL EDUCATION cont.

Construction Trades I & II* (Fountain Central)
Industrial Automation Robotics I & II (North Vermillion)
Precision Ag p (Seeger)

*Designated Quantitative Reasoning Course

**Weighted Classes

COURSE TITLE	ENGLISH RECOMMENDED GRADE LEVEL	CREDIT
English 9	9	2
English 9 Honors	9	2
English 10	10	2
English 10 Honors	10	2
English 11	11	2
Intro to Literature/Composition I (English 11 - Dual Credit)	11	2
English 12	12	
Composition II/Lit & The Human Experience (English 12 – Dual Credit)	12	2
Creative Writing (semester)	11-12	1
Biblical Literature (semester)	11-12	1

1002 - ENGLISH 9

English 9, an integrated English course based on the *Indiana Academic Standards for English/Language Arts in Grades 9-10*, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate 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.

Credits: 2 credits, 1 credit per semester

Fulfills an English/Language Arts requirement for all diplomas

1002H - ENGLISH 9 HONORS – Students will be selected based on grades, testing data, and teacher recommendation. Students may also be required to provide writing samples or complete a writing diagnostic.

This course is primarily designed to be different from the English 9 course in that it requires additional reading and writing at a higher level of competence and attempts to provide the skills necessary for students to succeed in their post-secondary education. Students in English 9 Academic will:

1. Perceive, analyze and evaluate literature through:
 - A. written expression in a variety of expository and creative modes including description, narration, comparison and contrast, argumentation, character analysis, stylistic imitation, and character sketch.
 - B. oral expression in a variety of modes including discussion, oral interpretation, and speeches that inform, persuade, and entertain.
2. Use Modern Language Association (MLA) format to write a research paper containing a thesis and supporting evidence on a self-selected topic.
3. Develop literary analysis skills by using literary terminology to examine structure of various genre in journals and on essay exams.
4. Demonstrate proficiency in the understanding, analysis, and application of prescribed grammar, mechanics, usage, spelling and vocabulary. Ideally, these principles will surface from and be linked to student writing.
5. Expand the ability to think critically through formal units of instruction and on-going instruction in critical thinking skills.

Credits: 2 credits, 1 credit per semester

Fulfills an English/Language Arts requirement for all diplomas

1004 - ENGLISH 10

English 10, an integrated English course based on the *Indiana Academic Standards for English/Language Arts in Grades 9- 10*, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate 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

1004 – ENGLISH 10 cont.

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

Recommended Prerequisites: English 9

Credits: 2 credits, 1 credit per semester

Fulfills an English/Language Arts requirement for all diplomas

1004H - ENGLISH 10 HONORS

This course is primarily designed to be different from the English 10 course in that it requires additional reading and writing at a higher level of competence and attempts to provide the skills necessary for students to succeed in their post-secondary education.

Prerequisite – “B” or better in English 9 Honors, “C” in English 9 Honors w/ teacher recommendation OR “B” or better in English 9 AND teacher recommendation

Credits: 2 credits, 1 credit per semester

Fulfills an English/Language Arts requirement for all diplomas

1006 - ENGLISH 11

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

Recommended Prerequisites: English 9 and English 10

Credits: 2 credits, 1 credit per semester

Fulfills an English/Language Arts requirement for all diplomas

1124 - ENGLISH 11 DUAL CREDIT (JR LEVEL) INTRO TO LITERATURE (1st Semester)

1006H - ENGLISH 11 - COMPOSITION I (2nd Semester)

This course is primarily designed to be different from the English 11 course in that it requires additional reading and writing at a higher level of competence and attempts to provide the skills necessary for students to succeed in their post-secondary education.

Advanced English/Language Arts, College Credit, is an advanced course based on the *Indiana Academic Standards for English/Language Arts* in grades 11 and 12. This course title covers any English language and composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school.

Prerequisite – “C” or better in English 10 Honors OR “B” or better in English 10 AND teacher recommendation

10th Grade PSAT scores will be taken into consideration;

Must meet university requirement in order to be eligible for college credit

Credits: 2 credits, 1 credit per semester

Fulfills an English/Language Arts requirement for all diplomas

1008 - ENGLISH 12

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

Recommended Prerequisites: English 9, English 10, and English 11

Credits: 2 credits, 1 credit per semester

Fulfills an English/Language Arts requirement for all diplomas

1098 - ENGLISH 12 DUAL CREDIT (SR LEVEL) - ENGLISH COMPOSITION II (1st Semester)

1124 – LIT & THE HUMAN EXPERIENCE (2nd Semester)

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

1098 -ENGLISH 12 DUAL CREDIT (SR LEVEL) - ENGLISH COMPOSITION II (1st Semester)

1124 – LIT & THE HUMAN EXPERIENCE (2nd Semester) cont.

(May be taken for college credit and/or for high school academic credit)

Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grades 11 and 12. This course title covers any English language and composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school.

Must meet university requirement in order to be eligible for college credit

Prerequisites - English 9, 10, and 11 or equivalent courses

Credits: 2 credits, 1 credit per semester

Fulfills an English/Language Arts requirement for all diplomas

1092 – CREATIVE WRITING – Grade Levels 11 – 12

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. Course 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 Prerequisites: English 9, English 10, or teacher recommendation

Credits: 1 semester course, 1 credit per semester

1022 – BIBLICAL LITERATURE - Grade Levels 11 – 12

Biblical Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the Bible, viewed from a literary standpoint, as a source of a wide variety of literary patterns, themes, and conventions. Students examine the different books in relation to the various historical time frames of the books and in relation to related literature as it pertains to Biblical themes. Students read, discuss, and write about Biblical references (allusions) in both classical and modern literature, formation of a canonical Bible, inclusion of apocryphal and heretical writings, oral versus literate transmission of sacred history and doctrine, and questions and problems of interpretation. Course 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 Prerequisites: English 9, English 10, or teacher recommendation

Credits: 1 to 2 semester course, 1 credit per semester

COURSE TITLE	MATHEMATICS RECOMMENDED GRADE LEVEL	CREDIT
Algebra I Lab	9	2
Algebra I	9	2
Geometry	9 – 12	2
Algebra II	9 – 12	2
Business Math	11 – 12	2
Statistics (Advanced Placement)	11 – 12	2
Pre-Calculus: Algebra/Pre-Calculus: Trigonometry (Dual Credit)	11 – 12	2
Calculus AB (Advanced Placement)	12	2

2516 –ALGEBRA I LAB

Algebra I Lab is a mathematics support course for *Algebra I*. *Algebra I Lab* should be taken while students are concurrently enrolled in *Algebra 1*. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of *Algebra I Lab* align with the critical areas of *Algebra I*: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas *Algebra I* contains exclusively grade-level content, *Algebra I Lab* combines standards from high school courses with foundational standards from the middle grades.

Credits: A two credit course

Counts as a Mathematics Course for the General Diploma only or as an Elective for all other diplomas

2516 –ALGEBRA I LAB cont.

Algebra I Lab is designed as a support course for Algebra I. As such, a student taking Algebra I Lab must also be enrolled in Algebra I during the same academic year.

2520 - ALGEBRA I

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

Credits: A two credit course

Fulfills the Algebra 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

2532 - GEOMETRY

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. Five critical areas comprise the *Geometry* course: 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 Prerequisite: Algebra I

Credits: A two credit course

Fulfills the Geometry requirement for all diploma types

2522 - ALGEBRA II

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of 5 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.

Prerequisite: Algebra I

Credits: A two credit course

Fulfills the Algebra II requirement for all diploma types

Qualifies as a Quantitative Reasoning course for all diplomas

4512 – BUSINESS MATH – Grade Levels 11 – 12

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

Prerequisites: Algebra I

Credits: A two credit course

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

2564 - PRE-CALCULUS: ALGEBRA/2566 – PRE-CALCULUS: TRIGONOMETRY (Dual Credit) – Grade Levels – 11 – 12

Pre-Calculus: Algebra extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus: Algebra is made up of

2564 - PRE-CALCULUS: ALGEBRA/2566 – PRE-CALCULUS: TRIGONOMETRY (Dual Credit) cont.

five strands: Functions, Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Functions, Sequences and Series, and Conics. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

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

- Prerequisite: Algebra II and Geometry
- Credits: A two-credit course
- Counts as a Mathematics Course for all diplomas

2570 – AP STATISTICS – Grade Levels – 11 – 12

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

- Prerequisite: Algebra II
- Credits: A two credit course
- Counts as a Mathematics Course for all diplomas
- Qualifies as a Quantitative Reasoning course

2562 – AP CALCULUS AB

AP Calculus AB is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. *AP 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.

- Required Prerequisite: Pre-Calculus: Algebra
- Credits: A two credit course
- Counts as a Mathematics Course for all diplomas
- Qualifies as a Quantitative Reasoning course

COURSE TITLE	SCIENCE RECOMMENDED GRADE LEVEL	CREDIT
Integrated Chemistry/Physics	9 – 10	2
Biology I	9 – 10	2
Environmental Science	11 – 12	2
Anatomy & Physiology	11 – 12	2
Chemistry I	10 – 12	2
Chemistry II	11 – 12	2

Physics I	11 – 12	2
Physics II	12	2

3108 - INTEGRATED CHEMISTRY/PHYSICS (L) – Grade Levels – 9 – 10

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.

Credits: A two credit course

Fulfills the physical science requirement for all diplomas

3024 - BIOLOGY I (L) – Grade Levels – 9 – 10

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.

Credits: A two credit course

Fulfills the Biology requirement for all diplomas

3064 - CHEMISTRY I (L) – Grade Levels – 10 – 12

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 gases; 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 Prerequisite: Biology I and Algebra II (can be taken concurrently)

Credits: A two credit course

Fulfills the physical science requirement for all diplomas

Qualifies as a Quantitative Reasoning course

3010 - ENVIRONMENTAL SCIENCE (L) – Grade Levels – 11 – 12

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

Recommended Prerequisite: ICP and Biology I

Credits: A two credit course

Fulfills a life science requirement for all diplomas

5276 - ANATOMY & PHYSIOLOGY – Grade Levels – 11 – 12

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. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeletal, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health-related fields.

Recommended Prerequisites: Biology I and Chemistry I

Credits: A two credit course

Fulfills a science course requirement for all diplomas

3066 - CHEMISTRY II (L) – Grade Levels – 11 – 12

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of

3066 - CHEMISTRY II (L) cont.

physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

Recommended Prerequisite: Chemistry I and Algebra II

Credits: A two credit course

Fulfills a science requirement for all diplomas

Qualifies as a Quantitative Reasoning course

3084 - PHYSICS I (L) – Grade Levels – 11 – 12

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 Prerequisite: Algebra II

Credits: A two credit course

Fulfills the physical science requirement for all diplomas

Qualifies as a Quantitative Reasoning course

3086 - PHYSICS II (L) – Grade Level – 12

Physics II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Physics II investigate physical phenomena and the theoretical models that are useful in understanding the interacting systems of the macro- and microcosms. Students extensively explore the unifying themes of physics, including such topics and applications of physics as: energy and momentum in two dimensions; temperature and thermal energy transfer; fluids; electricity; simple and complex circuits; magnetism; electromagnetic induction; geometric optics; particle and wave nature of light; modern physics. Use of laboratory activities aimed at investigating physics questions and problems concerning personal needs and community issues related to physics are embedded within the course.

Credits: A two credit course

Recommended Prerequisite: Physics I, Pre-calculus/Trigonometry (can be taken concurrently)

Fulfills the physical science requirement for all diplomas

Qualifies as a Quantitative Reasoning course

COURSE TITLE	<u>SOCIAL STUDIES</u> RECOMMENDED GRADE LEVEL	CREDIT
Current Problems, Issues, & Events	9 – 12	1
Ethnic Studies (Semester)	9 – 12	1
Indiana Studies (Semester)	9 – 12	1
Geography & History of the World	9 – 12	2
World History & Civilization	9 – 12	2
US History	11	2
US History (Advanced Placement)	11	2
Economics (Semester)	12	1
US Government (Semester)	12	1

1512 – CURRENT PROBLEMS, ISSUES, & EVENTS (1 semester) – Grade Levels – 9 – 12

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

1512 – CURRENT PROBLEMS, ISSUES, & EVENTS cont.

Credits: A one credit course (1 semester)

Counts as an Elective for all diplomas

1516 - ETHNIC STUDIES (1 semester) – Grade Levels – 9 – 12

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.

Credits: A one credit course (1 semester)

Counts as an Elective for all diplomas

1518 - INDIANA STUDIES (1 semester) – Grade Levels – 9 – 12

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 student 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.

Credits: A one credit course (1 semester)

Counts as an Elective for all diplomas

1570 - GEOGRAPHY & HISTORY OF THE WORLD – Grade Levels – 9 – 12

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

Credits: A two credit course

Fulfills a Social Studies requirement for all diplomas

1548 - WORLD HISTORY AND CIVILIZATION – Grade Levels – 9 – 12

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.

Credits: A two credit course

Fulfills a Social Studies requirement for all diplomas

1542 - UNITED STATES HISTORY – Grade Level – 11

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.

Credits: A two credit course

Fulfills the US History requirement of all diplomas

1562 – AP UNITED STATES HISTORY – Grade Level – 11

AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. 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; peopling; 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. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

Credits: A two credit course
Fulfills the US History requirement for all diplomas

1540 - UNITED STATES GOVERNMENT (1 semester) – Grade Level – 12

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students will understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students will examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be 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.

Credits: A one credit course (1 semester)
Fulfills the Government requirement for all diplomas
Students are required to take the Naturalization Test for Citizenship per SEA 132.

1514 - ECONOMICS (1 semester) – Grade Level – 12

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 will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. 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.

Credits: A one credit course (1 semester)
Fulfills the Economics requirement for all diplomas
Qualifies as a Quantitative Reasoning course

COURSE TITLE	WORLD LANGUAGES	
	RECOMMENDED GRADE LEVEL	CREDIT
French I and Spanish I	9 – 12	2
French II and Spanish II	10 – 12	2
French III and Spanish III	11 – 12	2
French IV and Spanish IV	12	2

2020 - FRENCH I – Grade Levels – 9 – 12

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

Credits: A two credit course
Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
Counts as a Directed Elective or Elective for any diploma

2022 - FRENCH II – Grade Levels – 10 – 12

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

Prerequisites: French I

Credits: A two credit course

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for any diploma

2024 - FRENCH III – Grade Levels – 11 – 12

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

Prerequisites: French I and II

Credits: A two credit course

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for any diploma

2026 - FRENCH IV – Grade Level – 12

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

Prerequisites: French I, II and III

Credits: A two credit course

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for any diploma

2120 - SPANISH I – Grade Levels – 9 – 12

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

2120 - SPANISH I cont.

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.

Credits: A two credit course

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for any diplomas

2122 - SPANISH II – Grade Levels – 10 – 12

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.

Prerequisites: Spanish I

Credits: A two credit course

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for any diploma

2124 - SPANISH III – Grade Levels – 11 – 12

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

Prerequisites: Spanish I and II

Credits: A two credit course

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for any diploma

2126 – SPANISH IV – Grade Level – 12

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 an understanding of Spanish-speaking cultures through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.

Prerequisites: Spanish I, II and III

Credits: A two credit course

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for any diploma

COURSE TITLE	FINE ARTS	
	RECOMMENDED GRADE LEVEL	CREDIT
Intro 2D Art/Intro. 3D Art	9 – 12	2
Adv. 2D Art/Adv. 3D Art	10 – 12	2
Digital Design	10 – 12	2
Adv. Digital Design	11 – 12	2
Int. Concert Band	9 – 12	2
Chorus	9 – 12	2
Beg. Concert Band	9 – 12	2
Jazz Ensemble	10 – 12	2

4000 – INTRO 2D ART (L)/4002 – INTRO 3D ART (L) (1 semester each) – Grade Level – 9 – 12

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.

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

Credits: Two semester course, one credit per semester

Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas

4004 – ADV 2D ART (L)/4006 – ADV. 3D ART (L) (1 semester each) – Grade Level – 10 – 12

Advanced Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course builds 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 twodimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

Advanced 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

Prerequisites: Intro to 2D Art/Intro to 3D Art

Credits: Two semester course, one credit per semester

Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas

4082 – DIGITAL DESIGN (L) – Grade Levels – 10 – 12

Digital Design is a course based on the Indiana Academic Standards for Visual Arts. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multimedia, digitized imagery, computer animation, and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze 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.

Prerequisites: Intro to 2D Art/Intro to 3D Art

Credits: A one 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.

Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas

4082A – ADV. DIGITAL DESIGN (L) – Grade Levels – 11 – 12

Digital Design is a course based on the Indiana Academic Standards for Visual Arts. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multimedia, digitized imagery, computer animation, and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze 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.

Prerequisites: Digital Design

Credits: A one 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.

Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas

4168 - INTERMEDIATE CONCERT BAND (L) – Grade Levels – 9 – 12

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.

Credits: A one 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.

Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas

4182 - BEGINNING CHORUS (L) – Grade Levels – 9 – 12

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.

Credits: A one 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.

Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas

4208 – MUSIC THEORY & COMPOSITION (L) – Grade Levels 9 – 12

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. Students develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

4208 – MUSIC THEORY & COMPOSITION (L) cont.

Credits: A one credit course. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas

4160 – BEGINNING CONCERT BAND – Grade Levels – 9 – 12

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.

Credits: A one credit course. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas

4164 – JAZZ ENSEMBLE – Grade Levels – 9 – 12

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.

Credits: A one credit course. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma

Counts as a Directed Elective or Elective for all diplomas

COURSE TITLE	<u>HEALTH AND PHYSICAL EDUCATION</u>	
	RECOMMENDED GRADE LEVEL	CREDIT
Physical Education I	9	1
Physical Education II	9	1
Health and Wellness (Semester)	10 – 12	1
Elective Physical Education	10 – 12	2

3542 - PHYSICAL EDUCATION I (L) (1 semester) – Grade Level – 9

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

Credits: A one credit course

Fulfills part of the Physical Education requirement for all diplomas

3544 - PHYSICAL EDUCATION II (L) (1 semester) – Grade Level – 9

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

Prerequisites: Physical Education I

Credits: A one credit course

Fulfills part of the Physical Education requirement for all diplomas

3506 - HEALTH & WELLNESS EDUCATION (1 semester) – Grade Level – 10

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

Credits: A one credit course

Fulfills the Health & Wellness requirements for all diplomas

3560 - ELECTIVE PHYSICAL EDUCATION - Grade Levels – 10 – 12

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

Recommended Prerequisites: Physical Education I and II

Credits: One credit per semester; maximum of 8 credits

This course may be taken for successive semesters (maximum 8 credits)

BUSINESS, MARKETING & INFORMATION TECHNOLOGY

COURSE TITLE	RECOMMENDED GRADE LEVEL	CREDIT
Personal Financial Responsibility	10 – 12	1
Web Design	11 – 12	2
Technical/Business Communication	11 – 12	2

4540 – PERSONAL FINANCIAL RESPONSIBILITY (1 semester) – Grade Levels – 10 – 12

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

4540 – PERSONAL FINANCIAL RESPONSIBILITY cont.

authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

- Credits: A one credit course
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a Quantitative Reasoning course

4508 – TECHNICAL/BUSINESS COMMUNICATION – Grade Levels – 11 – 12

Technical/Business Communications provides students with the communication and problem-solving skills to function effectively in the workplace. Areas of study include written/oral/visual communication, listening, informational reading, Internet research/analysis, and electronic communication. Concepts addressed will include adapting communication to the situation, purpose, and audience. Students produce documents related to employee handbooks, instructional manuals, employment communication, organizational communication, business reports, and social/professional situations using word processing, presentations, multimedia, and desktop publishing software.

- Credits: A two credit course
- Counts as a Directed Elective or Elective for all diplomas

4574 - WEB DESIGN – Grade Levels – 11 – 12

Web Design is a course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies should include peer teaching, collaborative instruction, project-based learning activities and school community projects.

- Credits: A two credit course
- Counts as a Directed Elective or Elective for all diplomas

COURSE TITLE	<u>STEM (PLTW)</u> RECOMMENDED GRADE LEVEL	CREDIT
Intro to Engineering	9 – 12	2
Principles of Engineering	10 – 12	2
Computer Science I	10 – 12	2
Computer Science II (Computer Science A) (Adv. Placement)	11 – 12	2

4802 – INTRO TO ENGINEERING – Grade Levels – 9 – 12

Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students begin with completing structured activities and move to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented. Schools may use the PLTW curriculum to meet the standards for this course. Schools using the curriculum and are part of the Project Lead the Way network must follow all training and data collection requirements.

- Credits: A two credit course
- Counts as a Directed Elective or Elective for all diplomas

5644 – PRINCIPLES OF ENGINEERING – Grade Levels – 10 – 12

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

- Credits: A two credit course

5644 – PRINCIPLES OF ENGINEERING cont.

Counts as a Directed Elective or Elective for all diplomas

Counts as a science course requirement for all diplomas

4801 – COMPUTER SCIENCE I – Grade Levels – 10 – 12

Computer Science I introduces the structured techniques necessary for the efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.

Credits: A two credit course

Counts as a Directed Elective or Elective for all diplomas

Fulfills a science course requirement for all diplomas

Qualifies as a quantitative reasoning course

5236 – COMPUTER SCIENCE II – Grade Levels – 11 – 12

Computer Science II explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. 67 Indiana Department of Education High School Course Titles and Descriptions Coursework emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers, and data file access methods. An emphasis on logical program design using a modular approach, which involves task-oriented program functions. **(This course also covers the content for 4570 – AP Computer Science A).**

Required prerequisite: Computer Science I

Counts as a Directed Elective or Elective for all diplomas

Fulfills a science course requirement for all diplomas

Qualifies as a quantitative reasoning course

COURSE TITLE	FAMILY & CONSUMER SCIENCES	
	RECOMMENDED GRADE LEVEL	CREDIT
Interpersonal Relationships (Semester)	9 – 12	1
Preparing for College and Careers (Semester)	9 – 12	1
Introduction to Fashion & Textiles (Semester)	9 – 12	1
Nutrition & Wellness (Semester)	10 – 12	1
Adv. Nutrition & Wellness (Semester)	10 – 12	1
Human Development & Wellness (Semester)	10 – 12	1
Child Development (Semester)	10 – 12	1
Introduction to Housing & Interior Design (Semester)	10– 12	1
Adult Roles & Responsibilities (Semester)	11 – 12	1
Human & Social Services I (2 Semesters)	12	2 – 6

5364 - INTERPERSONAL RELATIONSHIPS (1 semester) – Grade Levels – 9 – 12

Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes, and fundamentals to college

5364 - INTERPERSONAL RELATIONSHIPS cont.

and career success is recommended in order to integrate these topics into the study of interpersonal relationships. Direct, concrete language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

Credits: A one credit course

Counts as a Directed Elective or Elective all diplomas

5394 - PREPARING FOR COLLEGE AND CAREERS (1 semester) – Grade Levels – 9 – 12

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.

Credits: A one credit course

Counts as a Directed Elective or Elective for all diplomas

5380 - INTRODUCTION TO FASHION & TEXTILES (1 semester) – Grade Levels – 9 – 12

Introduction to Fashion and Textiles is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design, aesthetics, criticism, history and production; selection, production, alteration, repair, and maintenance of apparel and textile products; product research, development, and testing; and application of technical tools and equipment utilized in the industry. Direct, concrete mathematics proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

Credits: A one credit course

Counts as a Directed Elective or Elective for all diplomas

5342 – NUTRITION & WELLNESS (1 semester) – Grade Levels – 10 – 12

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 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.

Credits: A one credit course

Counts as a Directed Elective or Elective for all diplomas

5340 – ADVANCED NUTRITION & WELLNESS (1 semester) – Grade Levels – 10 – 12

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, and 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.

Credits: A one credit course

Counts as a Directed Elective or Elective for all diplomas

5366 - HUMAN DEVELOPMENT & WELLNESS (1 semester) – Grade Levels – 10 –12

Human Development and Wellness is valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. Authentic applications through service learning are encouraged.

Credits: A one credit course

Counts as a Directed Elective or Elective for all diplomas

5362 - CHILD DEVELOPMENT (1 semester) – Grade Levels – 10 – 12

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.

Credits: A one credit course

Counts as a Directed Elective or Elective for all diplomas

5350 - INTRODUCTION TO HOUSING & INTERIOR DESIGNS (1 semester) – Grade Levels – 10 –12

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.

Credits: A one credit course

Counts as a Directed Elective or Elective for all diplomas

5330 - ADULT ROLES & RESPONSIBILITIES (1 semester) – Grade Levels – 11 – 12

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

Credits: A one credit course

Counts as a Directed Elective or Elective for the all diploma

5336 – HUMAN & SOCIAL SERVICES I – Grade Level 12

Human and Social Services I is an introductory/exploratory course for students interested in careers in human and community services and other helping professions. Areas of exploration include family and social services, youth development, and adult and elder care, and other for-profit and non-profit services. This project-based course will help students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in human and social services at the local, state, national, or global/world level. Research and development, interdisciplinary projects, and/or collaboration with post-secondary faculty, community agencies or organizations, or student organizations are appropriate approaches. Students will be introduced to human and social services professions through presentations from a variety of guest speakers, job shadowing, field trips and introductory and exploratory field experiences. Case studies, role play, and application of professional codes of ethics will be utilized reflecting the challenges of working in diverse communities. Service learning experiences are highly recommended. Achievement of applicable FACS, academic, and employability competencies will be documented through a student portfolio.

Two semesters are required; 1 – 3 credits per semester, 6 credits maximum

Counts as a Directed Elective or Elective for the all diploma

Application required

COURSE TITLE	AGRICULTURE RECOMMENDED GRADE LEVEL	CREDIT
Ag. Power, Structure, and Technology (Dual Credit)	9 – 12	2
Adv. Agriculture Power, Structure, and Technology	10 – 12	2
Natural Resources (Dual Credit)	9 – 12	2
Animal Science (Dual Credit)	10 – 12	2
AgriBusiness Management (Dual Credit)	10 – 12	2
Supervised Agricultural Experience (SAE)	9 – 12	1
Work Based Learning Capstone	12	2 – 6

FFA

The FFA student leadership organization is an integral part of a total agricultural education program. Local agriculture teacher(s) serve as the FFA chapter advisors. The many activities of the FFA parallel the methodology of the instructional program and are directly related to the occupational goals and objectives. District and state level FFA activities provide opportunities for students to demonstrate proficiency in the knowledge, skills and aptitudes acquired through the agriculture program. Agriculture students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts and state by participating in national FFA activities. Instructional activities of the FFA require participation by the agriculture students as an integral part of an agricultural education course of instruction and, therefore, may be considered an appropriate use and amount of the allotted instructional time.

5088 - AGRICULTURE POWER, STRUCTURE, AND TECHNOLOGY (Dual Credit) - Grade Levels – 9 – 12

Agriculture Power, Structure and Technology is a two semester, up to six semester, lab intensive course in which students develop an understanding of basic principles of tool selection, operation, maintenance, and management of agricultural equipment in concert with the utilization of technology. 57 Indiana Department of Education High School Course Titles and Descriptions Topics covered include: safety, problem solving/troubleshooting, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience, and career opportunities in the area of agriculture power, structure, and technology.

Credits: A two credit course

Counts as a Directed Elective or Elective for all diplomas

5088A - ADVANCED AGRICULTURE POWER, STRUCTURE, AND TECHNOLOGY – Grade Levels – 10 – 12

Agriculture Power, Structure and Technology is a two semester, up to six semester, lab intensive course in which students develop an advanced understanding of basic principles of tool selection, operation, maintenance, and management of agricultural equipment in concert with the utilization of technology. 57 Indiana Department of Education High School Course Titles and Descriptions Topics covered include: safety, problem solving/troubleshooting, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience, and career opportunities in the area of agriculture power, structure, and technology.

Required Prerequisite: Ag Power, Structure, and Technology

5088A – ADVANCED AGRICULTURE POWER, STRUCTURE, AND TECHNOLOGY cont.

Credits: A two credit course

Counts as a Directed Elective or Elective for all diplomas

5180 - NATURAL RESOURCES (Dual Credit) – Grade Levels – 9 – 12

Natural Resources is a two-semester course that provides students with a background in environmental science and conservation. Course work includes hands-on learning activities that 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, minerals, interrelationships between humans and natural systems, wetlands, wildlife, safety, careers, leadership, and supervised agricultural experience programs.

Credits: A two credit course

Counts as a Directed Elective or Elective for all diplomas

Fulfills a science course requirement for all diplomas

5008 - ANIMAL SCIENCE (Dual Credit) – Grade Levels – 10 – 12

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

Credits: A two credit course

Fulfills a science course requirement for all diplomas

Counts as a Directed Elective or Elective for all diplomas

Offered 2021-2022 school year

5002 - AGRIBUSINESS MANAGEMENT (Dual Credit) – Grade Levels – 10 – 12

Agribusiness Management provides foundation concepts in agricultural business. It is a two-semester course that introduces students to the principles of business organization and management from a local and global perspective, with the utilization of technology. Concepts covered in the course include; accounting and record keeping, business planning and management, food and fiber, forms of business, finance, management, sales and marketing, careers, leadership development. Students will demonstrate principles and techniques for planning, development, application and management of agribusiness systems through a supervised agriculture experience (work-based learning) programs.

Credits: A two credit course

Counts as a Directed Elective or Elective for all diplomas

Qualifies as a Quantitative Reasoning course

Offered 2020-2021 school year

5228 – SUPERVISED AGRICULTURAL EXPERIENCE (SAE) – Grade Levels – 9 – 12

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.

Credits: A one credit course per year (8 credits maximum)

5974 – WORK-BASED LEARNING CAPSTONE – Grade Level 12

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.

Required Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. Student's worksite placement must align to the student pathway.

A two-semester course; Counts as a Directed Elective or Elective for all diplomas

CAREER & TECHNICAL EDUCATION COURSES

COURSE TITLE	RECOMMENDED GRADE LEVEL	CREDIT
Automotive Service Technology I & II	11 – 12	6
Precision Machining I & II	11 – 12	6
Welding Technology I & II	11 – 12	6
Education Professions I & II	11 – 12	6
Criminal Justice I	11 – 12	6
Culinary Arts & Hospitality I & II	11 – 12	6
Principles of Health Care Medical Terminology Healthcare Specialist: CNA	11 – 12	6
Health Science Education II: Pharmacy	11 – 12	2
Information Technology Support I	11 – 12	6
Networking I	12	6
Cosmetology I & II	11 – 12	6
Industrial Automation Robotics I & II	11 – 12	6
Construction Trades I & II	11 – 12	6
Emergency Medical Services	12	6
Precision Ag Externship	11 – 12	6

5510 - AUTOMOTIVE SERVICES TECHNOLOGY I – Grade Level – 11

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 and 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.

Location: 1321 2nd Street, Covington
 Credits: A six credit course
 Counts as a Directed Elective or Elective for all diplomas

5546 - AUTOMOTIVE SERVICES TECHNOLOGY II – Grade Level – 12

Automotive Services Technology II is a one year course that encompasses the sub topics of the NATEF/ASE identified areas of Electrical Systems and Engine Performance. 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 /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. Mathematical skills will be reinforced through precision measuring activities and cost estimation/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.

Location: 1321 2nd Street, Covington
 Prerequisite: Automotive Services Technology I
 Credits: A six credit course; Counts as a Directed Elective or Elective for all diplomas

5782 - PRECISION MACHINING I – Grade Level – 11

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.

Location: Attica High School

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

Qualifies as a Quantitative Reasoning course

5784 - PRECISION MACHINING II – Grade Level – 12

Precision Machining II is a more in-depth study of skills learned in Precision Machining I with a stronger focus in CNC setup/operation/programming. Classroom activities will concentrate on precision set-up and inspection work as well as machine shop calculations. Students will develop skills in advanced machining and measuring parts involving tighter tolerances and more complex geometry. A continued focus on safety will also be included.

Location: Attica High School

Prerequisite: Precision Machining I

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

Qualifies as a Quantitative Reasoning course

5776 - WELDING TECHNOLOGY I – Grade Level – 11

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.

Location: Fountain Central High School

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

5778 - WELDING TECHNOLOGY II – Grade Level – 12

Welding Technology II builds on the skills covered in Welding Technology I. 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.

Location: Fountain Central High School

Prerequisite: Welding Technology I

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

5408 EDUCATION PROFESSIONS I – Grade Levels – 11 – 12

Education Professions I provides the foundation for employment in education and related careers and prepares students for study in high education. An active learning approach that utilized higher order thinking, communication, leadership, and management process is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professionals I teacher. Articulation with post-secondary programs is encouraged.

Location: Fountain Central High School

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

5404 EDUCATION PROFESSIONS II – Grade Level – 12

Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these careers' areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students'

5404 EDUCATION PROFESSIONS II cont.

field experiences. Students are monitored in their field experiences by the Education Professions II teacher. Articulation with post-secondary programs is encouraged.

Location: Fountain Central High School

Prerequisite: Early Childhood Education I

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

5822 - CRIMINAL JUSTICE I – Grade Level – 11 – 12

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.

Location: Attica High School

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

5440 - CULINARY ARTS & HOSPITALITY I – Grade Levels – 11 – 12

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.

Location: Seeger High School

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

5458 – CULINARY ARTS & HOSPITALITY II: HOSPITALITY MANAGEMENT – Grade Level – 12

Culinary Arts and Hospitality II: Hospitality Management prepares students for employment in the hospitality industry. It provides the foundations for study in higher education that leads to a full spectrum of hospitality careers. This is a broad-based course that introduces students to all segments of hospitality, what it includes, and career opportunities that are available; provides a survey of management functions, highlighting basic theories and facts; and exposes students to current trends and current events within the industry. Three major goals of this course are for students to be able to: identify current trends in hotel and restaurant management, distinguish the difference between hospitality and tourism, and state differences in front of the house versus back of the house. Intensive experiences in one or more hospitality industry settings are a required component of the course. A standards-based plan for each student guides the industry experiences. Students are monitored in their industry experiences by the Advanced Hospitality Management teacher. Industry experiences may be either school-based or "on the job" in community-based hospitality settings, or in a combination of the two.

Location: Seeger High School

Required Prerequisite: Culinary Arts & Hospitality I

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

7168 – PRINCIPLES OF HEALTHCARE/5274 MEDICAL TERMINOLOGY/7166 HEALTHCARE SPECIALIST: CNA – Grade Level 11 – 12

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

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

7168 – PRINCIPLES OF HEALTHCARE/5274 MEDICAL TERMINOLOGY/7166 HEALTHCARE SPECIALIST: CNA cont.

vocabulary including; appropriate and accurate meaning, spelling, and pronunciation of medical terms, and abbreviations, signs, and symbols.

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

Location: Seeger High School

Credits: A two credit course

Counts as a Directed Elective or Elective for all diplomas

5230 – INFORMATION TECHNOLOGY SUPPORT I – Grade Levels – 11 – 12

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

Location: Attica High School

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

5234 – NETWORKING I – Grade Level – 12

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

Location: Attica High School

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

5802 – COSMETOLOGY I – Grade Levels – 11 – 12

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

Location: Rockville or Lafayette

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

5806 – COSMETOLOGY II – Grade Level – 12

Cosmetology II builds on concepts learned in Cosmetology I with an emphasis on the development of advanced skills in styling, hair coloring, permanent waving, facials and manicuring. Students will also study anatomy and physiology, professionalism, and salon management in relation to cosmetology.

Location: Rockville or Lafayette

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

5580 – CONSTRUCTION TRADES I – Grade Level – 11 – 12

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

5580 – CONSTRUCTION TRADES I cont.

and two-family dwellings and safety practices including Occupational Safety and Health Administration's Safety & Health Standards for the construction industry.

Location: Fountain Central

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

5578 – CONSTRUCTION TRADES II – Grade Level – 12

Construction Trades II builds on the formation, installation, maintenance, and repair skills learned in Construction Trades I. Information on materials, occupations, and professional organizations within the industry will be covered. Students will develop basic knowledge, skills, and awareness of interior trim and the installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop exterior finishing competencies. The course includes instruction on the installation of cornices, windows, doors and various types of sidings currently used in industry. Studies will also focus on the design and construction of roof systems and the use of framing squares for traditional rafter and truss roofing.

Location: Fountain Central

Required Prerequisite: Construction Trades I

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

5210 – EMERGENCY MEDICAL SERVICES – Grade Level 12 only

Emergency Medical Services prepares students for a state certification which may lead to a career in Emergency Medical Services. Examples of those careers include Emergency Medical Technician and Paramedic. This course is designed for persons desiring to perform emergency medical care. Theories, techniques, and operational aspects of pre-hospital emergency care, within the scope and responsibility of the basic emergency medical technician are covered in this course. Students will learn to recognize the seriousness of the patient's condition, use the appropriate emergency care techniques and equipment to stabilize the patient, and safely transport them to the hospital. The handling of victims of hazardous materials accidents is also addressed in this course. Opportunities for laboratory practice and clinical observation in a hospital emergency room and ambulance are also included to provide occasions for students to further develop clinical skills and the appropriate ethical behavior. Leadership skills are developed and community service opportunities are provided through participation in HOSA. Students have the opportunity to compete in a number of competitive events at both the state and national level.

Location: North Vermillion

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

7116 – PRECISION AGRICULTURE – Grade Level 12 only

Precision Agriculture describes the purpose and concepts of precision agriculture and precision farming through classroom and lab-based instruction. It involves understanding and operation of the various precision agriculture tools including GPS, GIS, and VRT. Students will learn how to collect data, analyze data and use the information to make decisions. Provides an understanding and justifications that demonstrate the economic and environmental benefits of precision agriculture. The Precision Agriculture course also incorporates the use of UAVs. Students will demonstrate UAV competency and handling in order to achieve the Part 107 UAS certification.

Location: Seeger

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

5610 – INDUSTRIAL AUTOMATION AND ROBOTICS I – Grade Levels – 11 – 12

Industrial Automation and Robotics I, will introduce students to design and programming concepts in basic robots that use sensors and actuators to solve specific problems and complete specific tasks. This will include introductory programming autonomous mode. Students will also learn to program a humanoid robot, tethered and in autonomous mode, able to react to specific circumstances and perform human-like tasks when programming is complete. This course will provide fundamentals in industrial robotics basic programming and operations. Students will program an industrial robot through explanation of a teach pendant and use proper programming commands with hands-on utilization of an industrial robot. This course will provide fundamental knowledge and skills in basic lasers, pneumatics, hydraulics, mechanics, basic electronics, and programmable logic controllers along with an understanding of career pathways in this sector.

Location: North Vermillion

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

5612 – INDUSTRIAL AUTOMATION AND ROBOTICS II – Grade Level – 12

Industrial Automation and Robotics II, focuses on industrial robots, programming PLC's, automating cells, advanced programming, and designing/building task oriented robots. Students will engage in active learning, critical thinking, and problem solving through

5612 – INDUSTRIAL AUTOMATION AND ROBOTICS II cont.

advanced robotic procedures and processes. Students will learn industrial robotic programming languages, as well as strategies for improving efficiency through automation. Students will study basic computer numerical controlled (CNC) machining and will combine automation and CNC machining to perform common industrial tasks. They will also apply knowledge to real world situations to create working solutions.

Location: North Vermillion

Required Prerequisite: Industrial Automation and Robotics I

Credits: A six credit course

Counts as a Directed Elective or Elective for all diplomas

HONOR JACKET INFORMATION
Effective Spring Semester 1987

Honor Jacket and Chevron Awards are based on semester grades. Minimum qualifications are as follows:

- * Student must be taking at least 4 academic subjects
- * Student taking 4 or 5 academic subjects must earn all "A's"
- * Students taking 6 or more academic subjects must earn at least 5 "A's" and the rest "B's" in these academic subjects
- * A "C" in a solid academic subject disqualifies the student for these awards. Grades in excluded subjects are not considered for or against the students.

ACADEMIC SUBJECT AREAS

English
Mathematics
Science
Social Studies
World Language
FACS
Agriculture
Career & Technical Classes
Business
Health
STEM

EXCLUDED SUBJECT AREAS

Physical Education
Art
Band
Choir
APEX (Credit Recovery)

Pins are awarded to students in grades 9 – 12 who attained a minimum of "Honors" on the semester grades in their academic subjects (at least as many "A's" as "B's"). A grade of "C" in any academic class disqualifies a student from this award.

SEMESTER GRADE CALCULATIONS AND CLASS RANKING SYSTEM

Letter grades are first assigned a value using the four-point scale (which applies to all classes). Weighted classes are as follows:

- AP courses (Calculus AB, Statistics, US History, Computer Science II)
- Priority Dual Credit Courses (English, Math)

The courses listed above will receive a 0.014 weight/increase to student GPA at the end of each semester. Semester grade must be a C- or higher to receive the weight.

Class rank is determined by ascertaining grade point average and ranking all students in a class in descending order on a 4.0 scale using the weighted GPA.

STANDARD GRADING SCALE

A	=	4.00	C	=	2.00
A-	=	3.67	C-	=	1.67
B+	=	3.33	D+	=	1.33
B	=	3.00	D	=	1.00
B-	=	2.67	D-	=	0.67
C+	=	2.33	F	=	0.00

Final examinations represent 20% of the final grade, with the two included nine weeks grading periods being 40% each. Students are expected to pass two of the three indicators (nine weeks, nine weeks, final exam) in order to earn a passing grade for the semester.

HIGH SCHOOL CHECKLIST

8th Grade Year

	Read the 6-8 grade <i>Learn More Magazine</i> and complete its activities.
	Apply for the 21 st Century Scholars program at www.scholars.in.gov by June 30.
	Complete a career interest inventory at www.IndianaCareerExplorer.com .
	Visit IndianaCareerExplorer.com to explore careers, job shadow, etc.
	Learn about the requirements for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma and set a diploma goal.
	Create four-year course plan and sign up for 9 th grade classes.

9th Grade

	Read the 9-10 grade <i>Learn More Magazine</i> and complete its activities,
	Review four-year course plan and make changes as needed.
	Learn about the different postsecondary options (two- and four-year degrees, apprenticeship programs, military).
	Complete a career interest inventory at www.IndianaCareerExplorer.com .
	Participate in an extracurricular and/or service activity
	Watch "Paying for College 101" and answer questions about the video on ScholarTrack
	Visit IndianaCareerExplorer.com to explore careers, job shadow, etc.
	Sign up for 10 th grade classes.

10th Grade

	Read the 9-10 grade <i>Learn More Magazine</i> and complete its activities.
	Review four-year course plan and make changes as needed.
	Take the PSAT in the fall
	Use PSAT results at www.collegeboard.com and Khan Academy to prepare for the SAT and explore colleges and careers.
	Receive workplace experience through part-time employment, job shadowing, etc.
	Complete the College Cost Estimator in ScholarTrack
	Complete a career interest inventory at IndianaCareerExplorer.com and update career plan
	Discuss offerings of AP and dual-credit courses with school counselor and explore the prerequisites that may need to be taken.
	Meet GQE requirements (Classes of 2021 and 2022)
	Sign up for 11 th grade classes

HIGH SCHOOL CHECKLIST cont.

11th Grade

	Read the <i>Next Magazine</i> and complete its activities.
	Review four-year course plan and make changes as needed.
	Take the PSAT in the fall
	Use PSAT results at www.collegeboard.com and Khan Academy to prepare for the SAT and explore colleges and careers.
	Take the SAT or ACT in the spring.
	Search for scholarships.
	Visit at least one college campus.
	Sign up for 12 th grade classes – including advanced math, AP, dual credit courses and world languages

12th Grade

	Read the <i>Next Magazine</i> and complete its activities.
	Retake, if necessary, the SAT or ACT in the fall.
	Apply to at least three different colleges.
	Watch “College Success 101” on ScholarTrack.
	File the FAFSA by April 15 th .
	Graduate from high school

Four-Year Plan

Name: _____

Career Choices: _____

College Choices: _____

Freshmen Year	1st Sem	2nd Sem	Credits
English 9			
Math			
Science			
PE I & II			
Total Credits For Year			
Total Credits YTD			

Sophomore Year	1st Sem	2nd Sem	Credits
English 10			
Math			
Science			
Health (1 sem)			
Total Credits For Year			
Total Credits YTD			

Junior Year	1st Sem	2nd Sem	Credits
English 11			
US History			
Math			
Total Credits For Year			
Total Credits YTD			

Senior Year	1st Sem	2nd Sem	Credits
English 12			
Government (1 sem)			
Economics (1 sem)			
Total Credits For Year			
Total Credits YTD			