

2025 – 2026

(2029 Cohort)

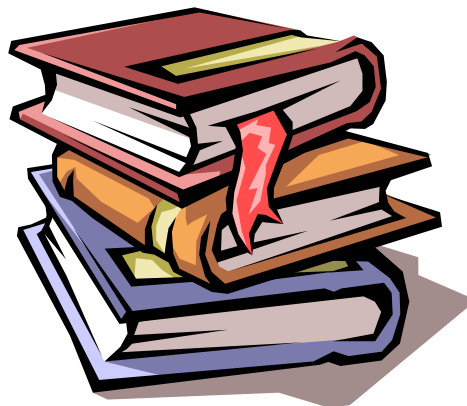
# COURSE DESCRIPTION GUIDE

Covington High School

1017 6<sup>th</sup> 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. Krista Witsman
Asst. Principal	Mr. Josh Kersey
Athletic Director	Mr. Brad Short
School Counselor	Mrs. Laura Myers
School Nurse	Mrs. Marilyn Corey
Administrative Assistant – Guidance/Athletics	Mrs. Robin Brown
Administrative Assistant – Front Office/ECA Treasurer	Mrs. Jennifer Linville
Administrative Assistant – Front Office/Attendance	Mrs. Ana Schanlaub
Administrative Assistant – Athletics	Mrs. Stephanie Hohenstein
Athletic Eligibility	Mr. Brad Short
Change of Address	Mrs. Robin Brown
Changing Schools	Mrs. Laura Myers
College Information	Mrs. Laura Myers
Illness/Attendance	Mrs. Ana Schanlaub
Lost and Found	Front Office
School Resource Officer	Officer Randy Pratt
Schedule Changes	Mrs. Laura Myers
Technology	Mr. Paul Davis
Visitor Pass	Front Office

### **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. 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 school counselor or principal. Schedule change requests must be submitted using the "Schedule Change Request Form" (available through the Guidance Office). Schedule changes requested after the first two weeks of school (10 school days) will not be considered without mitigating circumstances (this includes dropping a class for a study hall):

- Change in diploma track
- Medical reasons with documentation
- Course level change

If a student adds a class during this time period, he/she will be responsible for making-up all missed work.

#### *Course Level Changes*

Students wishing to drop an advanced placement, honors and/or dual credit course must complete a "Course Level Change Request Form" within the first 9 weeks of the semester. If the change is granted, the student's grade in progress will move with the student to the new course and will be used to calculate the grade in the new course.

All students enrolled in an AP course will be required to take the AP exam. If a student requests to drop, or be removed, from an AP course after exams are ordered, the student will be responsible for any fees incurred for the unused exam.

### **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 and counselor 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- 2029 COHORTS

In addition to the following credit requirements, students must complete the Graduation Pathways requirements.

The New Indiana Diploma - 42 Credits		
<b>English: 8 Credits</b> <ul style="list-style-type: none"> <li>● English 9 (2)</li> <li>● Communications/Speech (1)</li> <li>● Additional English classes (5)</li> </ul>	<b>Math: 7 Credits (6 Math Credits must be earned while in grades 9-12)</b> <ul style="list-style-type: none"> <li>● Algebra I (2)</li> <li>● Personal Finance (1)</li> <li>● Additional Math classes (4)</li> </ul>	<b>Science, Technology &amp; Engineering: 7 Credits</b> <ul style="list-style-type: none"> <li>● Biology I (2)</li> <li>● Computer Science (1)</li> <li>● Additional Science classes (2)</li> <li>● STEM-focused classes (2)</li> </ul>
<b>Social Studies: 5 Credits</b> <ul style="list-style-type: none"> <li>● US History (2)</li> <li>● US Government (1)</li> <li>● World Perspectives (2) (flexible options, including advanced World Language or world-focused social studies courses)</li> </ul>	<b>PE/Health: 2 Credits</b> <ul style="list-style-type: none"> <li>● Physical Education (1)</li> <li>● Health &amp; Wellness (1)</li> </ul>	<b>College &amp; Careers:</b> <ul style="list-style-type: none"> <li>● Preparation for College &amp; Careers (1)</li> </ul>
<b>Personalized Electives: 12 Credits</b> <ul style="list-style-type: none"> <li>● Students are encouraged to utilize the new readiness-seals to align these personalized electives with their unique goals. Personalized electives can include a variety of courses, such as CTE, Performing/Fine Arts, and World Languages.</li> </ul>		

Employment Honor Seal	Honors Plus Seal - earn the Employment Honor Seal, <b>plus:</b>
<ul style="list-style-type: none"> <li>● Complete one of the following:                             <ul style="list-style-type: none"> <li>○ A market-driven credential of value aligned to a specific occupation</li> <li>○ 3 courses in a CTE pathway</li> </ul> </li> <li>● Complete 150 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site or simulated)</li> <li>● Demonstrate skill development in Communication, Collaboration and Work Ethic*</li> <li>● Meet attendance goal*</li> </ul>	<ul style="list-style-type: none"> <li>● Earn a market driven credential of value that may include, for example:                             <ul style="list-style-type: none"> <li>○ Associate Degree</li> <li>○ Technical Certificate</li> <li>○ Indiana College Core</li> <li>○ Advanced Industry Certificate</li> </ul> </li> <li>● Complete additional, focused work-based learning (total of 650 hours in one or more experiences).*</li> <li>● Demonstrate skill development in Communication, Collaboration, Work Ethic and any additional skills determined locally.*</li> </ul>

Enlistment & Service Honor Seal	Honors Plus Seal - earn the Enlistment & Service Honors Seal, <b>plus:</b>
<ul style="list-style-type: none"> <li>● Complete one of the following:                             <ul style="list-style-type: none"> <li>○ Introduction to Public Service Course or approved locally-created equivalent                                     <ul style="list-style-type: none"> <li>■ Emphasis on developing an awareness of the physical standards and character required for service</li> </ul> </li> <li>○ One year of JROTC</li> </ul> </li> <li>● Achieve a score of 31 on the ASVAB and complete all three components of the Career Exploration Program</li> <li>● Meet attendance goal*</li> <li>● Demonstrate skill development in Communication, Collaboration and Work Ethic*                             <ul style="list-style-type: none"> <li>○ Externally verified through a mentorship experience with current military personnel, veterans, or other public safety professionals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Complete one of the following:                             <ul style="list-style-type: none"> <li>○ Achieve a score of 50 or higher on the ASVAB</li> <li>○ Enrollment in ROTC at the collegiate level</li> <li>○ Acceptance to a service academy</li> </ul> </li> <li>● Demonstrate excellence in leadership through one of the following:                             <ul style="list-style-type: none"> <li>○ Completion of at least 100 hours of public service</li> <li>○ Holding a leadership role in a co/extracurricular activity</li> <li>○ Completion of two seasons of a team-based physical sport or activity</li> </ul> </li> </ul>

\* IDOE is currently working on requirements

Enrollment: The New Indiana Diploma - 42 Credits	
<b>English: 8 Credits</b> <ul style="list-style-type: none"> <li>● English 9 (2)</li> <li>● Communications/Speech (1)</li> <li>● Additional English classes (5)</li> </ul>	<b>Math: 9 Credits (6 Math Credits must be earned while in grades 9-12)</b> <ul style="list-style-type: none"> <li>● Algebra I (2)</li> <li>● Geometry (2)</li> <li>● Algebra II (2)</li> <li>● Any advanced math course (2)</li> <li>● Personal Finance (1)</li> </ul>
<b>Science, Technology &amp; Engineering: 7 Credits</b> <ul style="list-style-type: none"> <li>● Biology I (2)</li> <li>● Chemistry/Physics (2)</li> <li>● Any advanced lab science (2)</li> <li>● Computer Science (1)</li> <li>● <b>STEM-focused ??? (2) Waiting for clarification from the IDOE</b></li> </ul>	<b>Social Studies: 6 Credits</b> <ul style="list-style-type: none"> <li>● US History (2)</li> <li>● US Government (1)</li> <li>● World Perspectives (2) -flexible options, including advanced world-focused social studies courses)</li> <li>● Additional Social Studies class (1)</li> </ul>
<b>World Language: 4 Credits</b> <ul style="list-style-type: none"> <li>● French I/Spanish I</li> <li>● French II/Spanish II</li> </ul>	<b>PE/Health: 2 Credits</b> <ul style="list-style-type: none"> <li>● Physical Education (1)</li> <li>● Health &amp; Wellness (1)</li> </ul>
<b>College &amp; Careers:</b> <ul style="list-style-type: none"> <li>● Preparation for College &amp; Careers (1)</li> </ul>	<b>Personalized Electives: 5 Credits</b> <ul style="list-style-type: none"> <li>● Personalized electives can include a variety of courses, such as CTE, Performing/Fine Arts, and World Languages</li> </ul>

Enrollment Honor Seal	Honors Plus Seal - Earn the Honors Enrollment Seal, <b>plus:</b>
<ul style="list-style-type: none"> <li>● Earn a "C" or higher in all courses and earn a cumulative B GPA</li> <li>● Complete one of the following:                             <ul style="list-style-type: none"> <li>○ 4 credits in AP course and take corresponding AP exams</li> <li>○ 6 college credits</li> <li>○ Score a 1250 on the SAT or a 26 on the ACT</li> <li>○ Earn two of the following:                                     <ul style="list-style-type: none"> <li>■ 3 college credits</li> <li>■ 2 credits in AP courses and take corresponding AP exam</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Earn a credential of value** that may include, for example:                             <ul style="list-style-type: none"> <li>○ Associate Degree</li> <li>○ Technical Certificate</li> <li>○ Indiana College Core</li> </ul> </li> <li>● Complete at least 75 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)</li> <li>● Demonstrate skill development in the following areas: Communication, Collaboration and Work Ethic*</li> </ul>

\*\* The credential of value levels are currently being determined by business and industry.

## Financial Literacy Requirement – 2028 COHORT

Beginning with the Class of 2028, each student must earn credit in Personal Financial Responsibility (4540).

**\*\* 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.** Algebra I, if taken in the 8<sup>th</sup> 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.

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

## 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.

### 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:**

- **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*
  - Completion of this requirement will be designated on the transcript as follows:
    - 0547 – Project-Based Learning
    - 0539 – Service-Based Learning
    - 0543 – Work-Based Learning Level 1 – Basic WBL Experience
- **ALL students will fulfill the requirement of at least one of the following postsecondary-ready competencies:**
  - Earn an Academic Honors or Technical Honors Diplomas
  - SAT/ACT Benchmark
  - ASVAB Benchmark with Intent to Enlist form submitted
  - State or industry-recognized credential or certification through CTE
  - CTE concentrator (in six credits with a “C” average)
  - AP/Dual credit qualifier (“C” avg. in 3 courses - at least 1 course from CTL)
- **Seniors: File the 2026-2027 FAFSA (which will open October 1, 2025) or complete the opt out process** (see below)
- **Beginning with the Class of 2028 - successfully complete the required financial literacy course**

#### **FAFSA Graduation Requirement - Beginning with the Class of 2024**

During the 2023 legislative session, the Indiana General Assembly passed Senate Enrolled Act (SEA) 167-2023 which requires high school seniors to file the Free Application for Federal Student Aid (FAFSA) or affirmatively opt out of filing by April 15. Completing the FAFSA is an important step in a postsecondary education. Students pursuing short-term certificate training, associate/bachelor’s degrees and even some apprenticeships may receive financial aid by completing the FAFSA.

#### **Opting Out**

Students who do not wish to file the FAFSA may opt out in one of the following ways:

- **a parent/guardian** of the student submits a FAFSA Waiver Form certifying the student understands what the FAFSA is and declines to complete it;
- **the student**, if the student is an emancipated minor or is at least 18 years old, submits a signed waiver certifying the student understands what the FAFSA is and declines to complete it; or
- **the high school principal or counselor** of the student waives the requirement due to not being able to reach the family of the student by April 15 after at least two reasonable attempts.

The FAFSA Waiver Form will be released on an annual basis on the opening day of the FAFSA. FAFSA Waiver Forms will be available in the Guidance Office. Completed forms must be submitted to the Guidance Office.

#### **Career Discovery Meetings**

Students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grade must meet with a postsecondary educational institution or an approved intermediary, employer, or labor organization to discuss current and future career opportunities and the corresponding education levels. Students must log these meetings in their Scholar Track accounts (one each year).

### **WAIVER PROCESS (IC 20-32-4-4.1)**

A student may receive a waiver for the Postsecondary-Readiness Competency requirements, but not the diploma criteria or employability skills requirements. Those two components are still required for the student to graduate. To qualify for a waiver from the postsecondary-readiness competencies, a student will have been unsuccessful in completing a postsecondary-readiness competency requirement by the conclusion of his/her senior year. This includes:

1. 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
2. A student who has attempted to achieve at least three separate postsecondary-readiness competencies.

Each attempt must be done in good faith and as a true potential demonstration of achievement.

If a student transfers from a non-accredited public school, a school out of state, or a school out of the country during his/her senior year, that student must demonstrate at least one unsuccessful attempt of a Postsecondary-Readiness Competency to qualify for a waiver.

For a student 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, including all diploma and employability skills requirements; and
4. Demonstrate postsecondary planning, including:
  - A. College acceptance;
  - B. Acceptance in an occupational training program;
  - C. Workforce entry; or
  - D. Military enlistment

Satisfying the waiver conditions will be 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.

### **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 1<sup>st</sup> of sophomore year for 6-semester plan (see below)
  - May 1<sup>st</sup> of junior year for 7-semester plan
2. Student must meet all requirements for the Core 40 diploma
3. Student must meet all of the requirements of the Graduation Pathways
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/state-financial-aid/state-financial-aid-by-program/mitch-daniels-early-graduation-scholarship/>



**COURSES OFFERED AT COVINGTON HIGH SCHOOL**  
**2025 – 2026**

**ENGLISH/LANGUAGE ARTS**

English 9, 10, 11, 12  
English 9 Honors  
English 10 Honors  
English Composition \*\*  
(English 11 - DC)  
Rhetoric & Argument/Intro to Literature \*\*  
(English 12 - DC)  
Creative Writing (Semester)  
Biblical Literature (Semester)  
Genres of Literature (Semester)  
Film Literature (Semester)  
Speech (Semester)  
Adv. Speech (Semester) (DC) \*\*

**MATHEMATICS**

Algebra I Lab  
Algebra I & II  
Geometry  
Analytical Algebra II  
Pre-Calculus: Algebra/Trigonometry (DC) \*\*  
Calculus AB (Advanced Placement) \*\*  
Statistics (Advanced Placement) \*\*

**SOCIAL STUDIES**

Ethnic Studies (Semester)  
Indiana Studies (Semester)  
Psychology (Semester)  
Geography & History of the World  
World History & Civilization  
US History  
US History (Advanced Placement) \*\*  
Economics (Semester) \*  
US Government (Semester)

**SCIENCE**

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

**FINE ARTS**

Concert Band  
Chorus  
Music History & Appreciation  
Music Theory & Composition  
Intro 2D Art/Intro 3D Art  
Adv 2D Art/Adv 3D Art  
Digital Design

**HEALTH & PHYSICAL EDUCATION**

Physical Education I & II  
Health & Wellness (Semester)  
Elective Physical Education  
Elective PE – Officiating Course

**WORLD LANGUAGES**

Spanish I, II, III, IV  
French I, II, III (DC), IV

**CTE: ENGINEERING**

Intro to Engineering  
Principles of Engineering \*

**CTE: INFORMATION TECHNOLOGY**

Computing Foundations (Semester)  
Topics in Computer Science \*/Principles of Computing \*  
Computer Science (AP Computer Science A) \*\*\*  
Cybersecurity Fundamentals/Principles of Computing \*

**CTE: BUSINESS/WORK-BASED LEARNING**

Personal Financial Responsibility (Semester)  
Technical/Business Communications  
Work Based Learning/Human Services

**CTE: AGRICULTURE SCIENCE**

Ag. Power, Structure, Technology (Dual Credit)/Princ. of Ag (DC)  
Agriculture Structures Fabrication & Design \*  
Natural Resources (DC)/Princ. of Ag (DC)  
Animal Science (DC)/Princ. of Ag (DC)  
Forestry & Wildlife Management  
Supervised Agriculture Experience (SAE)  
Work-Based Learning Capstone

**CTE: FACS (Semester Classes)**

Interpersonal Relationships  
Preparing for College & Careers  
Nutrition & Wellness  
Human Development & Wellness  
Intro to Fashion & Textiles  
Child Development  
Adult Roles & Responsibilities  
Intro to Housing & Interior Design

**WABASH RIVER CAREER & TECHNICAL EDUCATION**

Automotive Service Tech I & II (DC) (Covington)  
Business Management & Administration (DC) (Attica)  
Construction Trades I & II\* (DC) (Fountain Central)  
Construction Trades-Facility Maintenance (Fountain Central)  
Cosmetology I & II (DC) (Rockville)  
Criminal Justice I & II (DC) (Attica)  
Culinary Arts & Hospitality I & II (DC) (Seeger)  
Education Professions I & II (DC) (Fountain Central)  
Health Science Ed I: CNA (DC) (Seeger)  
Precision Machining I\* & II\* (DC) (Attica)  
Robotics I & II\* (DC) (North Vermillion)  
Veterinary Science I\* & II\* (DC) (Parke Heritage)  
Welding Technology I & II (DC) (Fountain Central)

\*Designated Quantitative Reasoning Course

\*\*Weighted Class

DC – Dual Credit

## ENGLISH

<u>COURSE TITLE</u>	<u>GRADE LEVEL</u>	<u>CREDIT</u>
English 9	9	2
English 9 Honors	9	2
English 10	10	2
English 10 Honors	10	2
English 11	11	2
English Composition (English 11 - Dual Credit)	11	2
English 12	12	2
Rhetoric & Argument/Intro to Literature (English 12 – Dual Credit)	12	2
Speech (Semester)	10 – 12	1
Adv. Speech (Semester) (Dual Credit)	11 – 12	1
Creative Writing (Semester)	11 – 12	1
Genres of Literature (semester)	11 – 12	1
Film Literature (semester)	11 – 12	1

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### **\*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 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.

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

Recommended 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, argumentative, informative), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

Recommended Prerequisites: English 9 and English 10

Credits: 2 credits, 1 credit per semester; Fulfills an English/Language Arts requirement for all diplomas

### **1006H – ENGLISH 11 - ENGLISH COMPOSITION - IVY TECH – ENGL 111**

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.

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

10<sup>th</sup> 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, argumentative, informative), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information

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 – A DVANCED COMPOSITION – RHETORIC AND ARGUMENT (1<sup>st</sup> Semester) – IVY TECH – ENGL 215**

#### **1124 – ENGLISH 12 DUAL CREDIT - INTRO TO LITERATURE (2<sup>nd</sup> Semester) – IVY TECH – ENGL 206**

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

Advanced Composition, a course based on the *Indiana Academic Standards* for English/Language Arts, is a study and application of the rhetorical writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports in addition to other appropriate writing tasks. 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.

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

Prerequisites - English 9, 10, and 11 or equivalent courses and Ivy Tech Credit for Ivy Tech – ENGL 111)

Credits: 2 credits, 1 credit per semester; Fulfills an English/Language Arts requirement for all diplomas

### **1076 – SPEECH – Grade Levels 10 – 12**

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

Credits: 1 semester course, 1 credit per semester

### **1078 – ADV. SPEECH & COMMUNICATION – FUND OF PUBLIC SPEAKING – IVY TECH – COMM 101 – Grade Levels 11 - 12**

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

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

Credits: 1 semester course, 1 credit per semester

**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 and English 10

Credits: 1 semester course, 1 credit per semester

**1036 – GENRES OF LITERATURE** – Grade Levels – 11 – 12

Genres of Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had a stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum

Recommended Prerequisites: English 9 and English 10

Credits: 1 semester course, 1 credit per semester

**1034 – FILM LITERATURE** - Grade Levels - 11-12

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

Recommended Prerequisites: English 9 and English 10

Credits: 1 semester course, 1 credit per semester

**MATHEMATICS**

<b><u>COURSE TITLE</u></b>	<b><u>GRADE LEVEL</u></b>	<b><u>CREDIT</u></b>
Algebra I Lab	9	2
Algebra I	9	2
Geometry	9 – 12	2
Algebra II	10 – 12	2
Analytical Algebra II	11 – 12	2
Statistics (Advanced Placement)	11 – 12	2
Pre-Calculus: Algebra/Pre-Calculus: Trig (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, 1 credit per semester

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

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

Credits: A two credit course, 1 credit per semester

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. The Indiana Academic Standards for Geometry consist of five domains: Geometry Foundations, Triangles, Quadrilaterals and Other Polygons, Circles, and Transformations & Three-Dimensional Solids. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Recommended Prerequisite: Algebra I

Credits: A two credit course, 1 credit per semester; 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. The Indiana Academic Standards for Algebra II consist of six domains: Arithmetic and Structure of Expressions, Equations, and Functions; Function Families; Modeling with Functions and Data; Modeling with Advanced Algebra; Modeling with Data and Statistics; and Modeling with Quantities. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations

Prerequisite: Algebra I

Credits: A two credit course, 1 credit per semester

Fulfills the Algebra II requirement for all diploma types; Qualifies as a Quantitative Reasoning course for all diplomas

### **2524 – ANALYTICAL ALGEBRA II – Grade Levels 11 – 12**

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

Prerequisites: Algebra I

Credits: A two credit course, 1 credit per semester

If students use this course to fulfill the Algebra II credit, the parent and student must sign a consent form notifying the parent and the student that enrollment in Analytical Algebra II may affect the student's ability to attend a particular post-secondary educational institution or enroll in a particular course at a particular post-secondary educational institution because Analytical Algebra II may not align with academic requirements established by the post-secondary educational institution..

**2564 – PRE-CALCULUS: ALGEBRA – COLLEGE ALGEBRA (1st Semester) – IVY TECH – MATH 136** – Grade Levels 11 – 12  
**2566 – PRE-CALCULUS: TRIGONOMETRY – TRIG W/ ANALYTICAL GEOMETRY (2nd Semester) – IVY TECH – MATH 137**

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

Pre-Calculus: Trigonometry 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.

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

Prerequisite: Algebra II and Geometry

Credits: A two-credit course, 1 credit per semester; 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, 1 credit per semester

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, 1 credit per semester

Counts as a Mathematics Course for all diplomas; Qualifies as a Quantitative Reasoning course

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**SCIENCE**

<b><u>COURSE TITLE</u></b>	<b><u>GRADE LEVEL</u></b>	<b><u>CREDIT</u></b>
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
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**3108 - INTEGRATED CHEMISTRY/PHYSICS (L)** – Grade Levels – 9 – 10

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

Credits: A two credit course, 1 credit per semester

Fulfills the physical science requirement for all diplomas; Qualifies as a Quantitative Reasoning Course

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

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

Credits: A two credit course. 1 credit per semester; Fulfills the Biology requirement for all diplomas

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

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

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

Credits: A two credit course, 1 credit per semester

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 integrate science and engineering practices and cross cutting concepts to conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

Recommended Prerequisite: ICP and Biology I

Credits: A two credit course, 1 credit per semester; 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, integumentary, skeletal, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health-related fields.

Recommended Prerequisites: Biology I and Chemistry I

Credits: A two credit course, 1 credit per semester; 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 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, 1 credit per semester

Fulfills a science requirement for all diplomas; Qualifies as a Quantitative Reasoning course

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

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

Recommended Prerequisite: Algebra II

Credits: A two credit course, 1 credit per semester

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, 1 credit per semester

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

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**SOCIAL STUDIES**

<u>COURSE TITLE</u>	<u>GRADE LEVEL</u>	<u>CREDIT</u>
Ethnic Studies (Semester)	9 – 12	1
Indiana Studies (Semester)	9 – 12	1
Psychology (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

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**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 students will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

Credits: A one credit course (1 semester); Counts as an Elective for all diplomas



### **1532 – PSYCHOLOGY** (1 semester) – Grade Levels – 9 – 12

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

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 21<sup>st</sup> Century.

Credits: A two credit course, 1 credit per semester; 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, 1 credit per semester; 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, 1 credit per semester; 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.

Credits: A two credit course, 1 credit per semester; Fulfills the US History requirement for all diplomas

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

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

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

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**WORLD LANGUAGES**

<b><u>COURSE TITLE</u></b>	<b><u>GRADE LEVEL</u></b>	<b><u>CREDIT</u></b>
French I and Spanish I	9 – 12	2
French II and Spanish II	10 – 12	2
French III (Dual Credit) and Spanish III	11 – 12	2
French IV and Spanish IV	12	2

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**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, 1 credit per semester

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, 1 credit per semester

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 (1<sup>st</sup> Semester) – IVY TECH – FRENCH 101 AND FRENCH LEVEL I** – Grade Levels – 11 – 12

**2024 – FRENCH III (2<sup>nd</sup> Semester) – IVY TECH – FRENCH 102 AND FRENCH LEVEL II**

*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, 1 credit per semester

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, 1 credit per semester

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 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, 1 credit per semester

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, 1 credit per semester

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, 1 credit per semester

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, 1 credit per semester

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

Counts as a Directed Elective or Elective for any diploma

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**FINE ARTS**

<b><u>COURSE TITLE</u></b>	<b><u>GRADE LEVEL</u></b>	<b><u>CREDIT</u></b>
Intro 2D Art/Intro. 3D Art	9 – 12	2
Adv. 2D Art/Adv. 3D Art	10 – 12	2
Digital Design	10 – 12	2
Int. Concert Band	9 – 12	2
Chorus	9 – 12	2

Music History & Appreciation	9 – 12	2
Music Theory & Composition	9 – 12	2

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

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 Art. 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, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- 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.

Credits: A two credit course, 1 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

Offered 2024-2025 school year

**4206 – MUSIC HISTORY & APPRECIATION – Grade Levels – 9 – 12**

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

Credits: A two credit course, 1 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

Offered 2025-2026 school year

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**HEALTH AND PHYSICAL EDUCATION**

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

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**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.

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 healthy behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

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; this course may be taken for successive semesters (maximum of 8 credits)

Counts as an elective requirement for all diplomas

**3560H – ELECTIVE PHYSICAL EDUCATION – OFFICIATING** – Grade Levels – 10 – 12

The objective of this class is to offer students an opportunity to develop communication, management and leadership skills while providing an avenue for employment during high school as well as post-secondary graduation.

Credits: One per semester; Counts as an elective requirement for all diplomas

**CTE: BUSINESS/WORK-BASED LEARNING**

<b><u>COURSE TITLE</u></b>	<b><u>GRADE LEVEL</u></b>	<b><u>CREDIT</u></b>
Personal Financial Responsibility	10 – 12	1
Technical/Business Communication	11 – 12	2
Work-Based Learning/Human Services	12	2 - 6

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**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 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, 1 credit per semester; Counts as a Directed Elective or Elective for all diplomas

**WORK BASED LEARNING** – Grade Level – 12

**7176 – PRINCIPLES OF HUMAN SERVICES**

*Principles of Human Services* explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. The course includes a required job shadowing project in a Human Services setting. This course will also encourage cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

**7174 – UNDERSTANDING DIVERISTY**

*Understanding Diversity* encourages cultural awareness and appreciation of diversity in the workplace. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

**7177 – RELATIONSHIPS & EMOTIONS**

*Relationship & Emotions* examines the key elements of healthy relationships in the workplace. Explores the main problems that damage relationships. Presents research findings on successful and unsuccessful relationships, and emotional connections. Explores the impact of one’s emotional and relationship history on current and future romantic relationships. Presents practical, scientific-based skills for improving relationships. Additionally, this course offers practical and useful information for people who have experienced loss. Students have the opportunity to evaluate their own experiences and attitudes toward loss and grief.

Credits: A six credit course (two credits for each class, 1 credit per semester)

Counts as a Directed Elective or Elective for all diplomas

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**CTE: ENGINEERING**

<b><u>COURSE TITLE</u></b>	<b><u>GRADE LEVEL</u></b>	<b><u>CREDIT</u></b>
Intro to Engineering Design	9 – 12	2
Principles of Engineering	10 – 12	2

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**4802 – INTRO TO ENGINEERING DESIGN** – 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

Credits: A two credit course, 1 credit per semester; 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.

Required Prerequisite: intro to Engineering Design

Credits: A two credit course, 1 credit per semester; Counts as a Directed Elective or Elective for all diplomas

Counts as a science requirement for all diplomas; Qualifies as a Quantitative Reasoning course

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**CTE:INFORMATION TECHNOLOGY**

**COURSE TITLE**

Computing Foundations (Semester)	9 – 12	1
Principles of Computing	9 – 12	2
Topics in Computer Science	9 – 12	2
Computer Science (Computer Science A) (Adv. Placement)	11 – 12	2
Cybersecurity Fundamentals	11 – 12	2

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**4565 – COMPUTING FOUNDATIONS** – Grade Levels – 9 – 12

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

**7183 – PRINCIPLES OF COMPUTING** – Grade Levels – 9 – 12

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

Credits: A two credit course, 1 credit per semester; Counts as a Directed Elective or Elective for all diplomas

Counts as a science requirement for all diplomas; Counts as a quantitative reasoning course

**7351 – TOPICS IN COMPUTER SCIENCE** – Grade Levels – 9 – 12

Topics in Computer Science is designed for students to investigate emerging disciplines within the field of computer science. Students will use foundational knowledge from 7183 Principles of Computing to study the areas of data science, artificial intelligence, app/game development, and security. Students will utilize knowledge related to these areas and programming skills to develop solutions to authentic problems.

Credits: A two credit course, 1 credit per semester

Required Prerequisites: Principles of Computing (can be taken concurrently)  
 Counts as a Directed Elective or Elective for all diplomas; Fulfills a science requirement for all diplomas  
 Qualifies as a quantitative reasoning course

**7352 – COMPUTER SCIENCE** – Grade Levels – 11 – 12

Computer Science introduces the fundamental concepts of procedural programming. Topics include data types, control structures, functions, arrays, files, and the mechanics of running, testing, and debugging. The course also offers an introduction to the historical and social context of computing and an overview of computer science as a discipline. **(This course also covers the content for 4570 – AP Computer Science A).**

Required prerequisite: Topics in Computer Science  
 Credits: A two credit course; 1 credit per semester; Counts as a Directed Elective or Elective for all diplomas  
 Fulfills a science requirement for all diplomas; Qualifies as a quantitative reasoning course

**7179 CYBERSECURITY FUNDAMENTALS** - Grade Levels 11-12

This course introduces fundamental networking protocols and their hierarchical relationship in the context of conceptual Information Communication Technology (ICT) frameworks. Students will learn how networked hosts and applications communicate across networks. Emphasis is placed on security throughout the entire SDLC (Systems Development Life Cycle).

Credits: A two credit course, 1 credit per semester  
 Required Prerequisites: Principles of Computing (can be taken concurrently)  
 Counts as a Directed Elective or Elective for all diplomas; Fulfills a science requirement for all diplomas

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**CTE: FAMILY & CONSUMER SCIENCES**

<b><u>COURSE TITLE</u></b>	<b><u>GRADE LEVEL</u></b>	<b><u>CREDIT</u></b>
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
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

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

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

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**CTE: AGRICULTURE SCIENCE**

<b><u>COURSE TITLE</u></b>	<b><u>GRADE LEVEL</u></b>	<b><u>CREDIT</u></b>
Principles of Agriculture (Dual Credit)	9 – 12	2
Ag. Power, Structure, and Technology (Dual Credit)	9 – 12	2
Agriculture Structures Fabrication and Design	10 – 12	2
Natural Resources (Dual Credit)	9 – 12	2
Forestry and Wildlife Management	10 – 12	2
Animal Science (Dual Credit)	10 – 12	2
Supervised Agricultural Experience (SAE)	9 – 12	1
Work Based Learning Capstone	12	2 – 6

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**7117 – PRINCIPLES OF AGRICULTURE (Dual Credit)** – Grade Levels 9 – 12

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

Credits: A two credit course, 1 credit per semester; Counts as a Directed Elective or Electives for all diplomas

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

*Agriculture Power, Structure and Technology* is a 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. 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, 1 credit per semester

Required Prerequisite: Principle of Ag (can be taken concurrently)  
Counts as a Directed Elective or Elective for all diplomas

**7112 – AGRICULTURE STRUCTURES FABRICATION AND DESIGN** – Grade Levels – 10 – 12

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

Credits: A two credit course, 1 credit per semester

Required Prerequisite: Agriculture Power, Structure, and Technology

Counts as a Directed Elective or Electives for all diplomas; Counts as a quantitative reasoning course

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

*Natural Resources* 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, 1 credit per semester

Required Prerequisite: Principles of Agriculture (can be taken concurrently)

Counts as a Directed Elective or Elective for all diplomas; Fulfills a science requirement for all diplomas

**7270 FORESTRY AND WILDLIFE MANAGEMENT** - Grade Levels - 10-12

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

Credits: A two credit course, 1 credit per semester

Required Prerequisite: Natural Resources

Counts as a Directed Elective or Elective for all diplomas; Fulfills a science requirement for all diplomas

Possibly offered 2025-2026 school year

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

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

Credits: A two credit course, 1 credit per semester

Required Prerequisite: Principles of Agriculture (can be taken concurrently)

Fulfills a science course requirement for all diplomas; Counts as a Directed Elective or Elective for all diplomas

Offered 2025-2026 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 apply knowledge in the classroom, laboratory, and other training sites to real-life situations with a standards-based learning plan. Students work closely with their agriculture teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. Curriculum content and competencies need to be varied so that school year and summer session experiences are not duplicative.

Credits: A one credit course per year (8 credits maximum); Counts as a Directed Elective or Elective for all diplomas

**5974 – WORK-BASED LEARNING CAPSTONE** – Grade Level 12

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

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.

Credits: A two-semester course, 1-3 credits per semester; Counts as a Directed Elective or Elective for all diplomas

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**CAREER & TECHNICAL EDUCATION COURSES - WRCTE Courses**

<b><u>COURSE TITLE</u></b>	<b><u>GRADE LEVEL</u></b>	<b><u>CREDIT</u></b>
Automotive Service Technology I & II	11 – 12	6
Business Management & Marketing I	11 – 12	6
Construction Trades I & II	11 – 12	6
Construction Trades – Facilities Maintenance	11 – 12	6
Cosmetology I & II	11 – 12	6
Criminal Justice I & II	11 – 12	6
Culinary Arts & Hospitality I & II	11 – 12	6
Education Professions I & II	11 – 12	6
Health Science Education I & II: CNA	11 – 12	6
Precision Machining I & II	11 – 12	6
Robotics I & II	11 – 12	6
Veterinary Science I & II	11 – 12	6
Welding Technology I & II	11 – 12	6

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For course descriptions, see: <https://www.in.gov/doi/files/2025-2026-High-School-Course-Titles-and-Descriptions-v.4.pdf>

**AUTOMOTIVE SERVICE TECHNOLOGY I** (Dual Credit) - Grade Levels - 11 - 12

7213 - Principles of Automotive Services

7205 - Brake Systems

7212 - Steering and Suspension

Location: Wabash River Autos - 1321 2nd St, Covington

Credits: A six credit course (two credits for each class, 1 credit per semester)

Counts as a Directed Elective or Elective for all diplomas

**AUTOMOTIVE SERVICE TECHNOLOGY II** (Dual Credit) - Grade Level - 12

7375 - Automotive Service Capstone

Location: Wabash River Autos - 1321 2nd St, Covington

Prerequisites: First year courses

Credits: A six credit Course, 3 credits per semester

Counts as a Directed Elective or Elective for all diplomas

**BUSINESS MANAGEMENT & MARKETING I** (Dual Credit) – Grade Level – 11 – 12

4562 – Principles of Business Management

7143 – Management Fundamentals

4524 – Accounting Fundamentals

Location: Attica High School

Credits: A six credit course (two credits for each class; 1 credit per semester)

Counts as a Directed Elective or Elective for all diplomas

**CONSTRUCTION TRADES I** (Dual Credit) - Grade Levels - 11 - 12

7130 - Principles of Construction Trades

7123 - Construction Trades: General Carpentry

7122 - Construction Trades: Framing and Finishing

Location: Fountain Central High School

Credits: A six credit course (two credits for each class; 1 credit per semester)

Counts as a Directed Elective or Elective for all diplomas

**CONSTRUCTION TRADES II** (Dual Credit) - Grade Level - 12

7242 - Construction Trades Capstone

Location: Fountain Central High School

Prerequisites: First year courses

Credits: A six credit course, 3 credits per semester

Counts as a Directed Elective or Elective for all diplomas; Qualifies as a Quantitative Reasoning course

**CONSTRUCTION TRADES – FACILITY MAINTENANCE** – Grade Levels – 11 – 12

7130 - Principles of Construction Trades

7123 - Construction Trades: General Carpentry

7122 - Construction Trades: Framing and Finishing

Location: Fountain Central High School

Credits: A six credit course (two credits for each class, 1 credit per semester)

Counts as a Directed Elective or Elective for all diplomas

**COSMETOLOGY I** (Dual Credit) - Grade Levels - 11 - 12

7330 - Principles of Barbering and Cosmetology

7331 - Barbering and Cosmetology Fundamentals

7332 - Advanced Cosmetology

Location: Thompson's School of Cosmetology - 116 W Ohio St, Rockville

Credits: A six credit course (two credits for each class, 1 credit per semester)

Counts as a Directed Elective or Elective for all diplomas

**COSMETOLOGY II** (Dual Credit) - Grade Level - 12

7334 - Barbering and Cosmetology Capstone

Location: Thompson's School of Cosmetology - 116 W Ohio St, Rockville

Prerequisites: First year courses

Credits: A six credit course, 3 credits per semester

Counts as a Directed Elective or Elective for all diplomas

**CRIMINAL JUSTICE I** (Dual Credit) - Grade Levels - 11 - 12

7193 - Principles of Criminal Justice

7191 - Law Enforcement Fundamentals

7188 - Correctional and Cultural Awareness

Location: Attica High School

Credits: A six credit course (two credits for each class, 1 credit per semester)

Counts as a Directed Elective or Elective for all diplomas

**CRIMINAL JUSTICE II** (Dual Credit) – Grade Level – 12

7231 – Criminal Justice Capstone

Location: Attica High School

Credits: A six credit course (two credits for each class, 1 credit per semester)

Counts as a Directed Elective or Elective for all diplomas

**CULINARY ARTS AND HOSPITALITY I** (Dual Credit) - Grade Levels - 11 - 12

7173 - Principles of Culinary and Hospitality

7171 - Nutrition

7172 - Hospitality Management

Location: Seeger High School

Credits: A six credit course (two credits for each class, 1 credit per semester)

Counts as a Directed Elective or Elective for all diplomas

**CULINARY ARTS AND HOSPITALITY II** (Dual Credit) - Grade Level - 12

7237 - Hospitality Management Capstone

Location: Seeger High School

Prerequisite: First year courses

Credits: A six credit course, 3 credits per semester

Counts as a Directed Elective or Elective for all diplomas

**EDUCATION PROFESSIONS I** (Dual Credit) - Grade Levels - 11 - 12

7161 - Principles of Teaching

7157 - Child and Adolescent Development

7162 - Teaching and Learning

Location: Fountain Central High School

Credits: A six credit course (two credits for each class, 1 credit per semester);

Counts as a Directed Elective or Elective for all diplomas

**EDUCATION PROFESSIONS II** (Dual Credit) - Grade Level - 12

7267 - Education Professions Capstone

Location: Fountain Central High School

Prerequisites: First year courses

Credits: A six credit course, 3 credits per semester

Counts as a Directed Elective or Elective for all diplomas

**HEALTH SCIENCE EDUCATION I: CNA** (Dual Credit) - Grade Levels - 11-12

7168 - Principles of Healthcare

5274 – Healthcare Fundamentals

7166 - Healthcare Specialist: CNA

7137 – Principles of Pharmacy Tech (Optional)

Location: Seeger High School

Credits: A six credit course (two credits for each class, 1 credit per semester); two additional for Pharm Tech

Counts as a Directed Elective or Elective for all diplomas

**HEALTH SCIENCE EDUCATION II** (Dual Credit) – Grade Level – 12

7255 – Healthcare Specialist Capstone

7164 – Certified Clinical Medical Assistant

Location: Seeger High School

Credits: A eight credit course

Counts as a Directed Elective or Elective for all diplomas

**PRECISION MACHINING I** (Dual Credit) - Grade Levels - 11 - 12

7109 - Principles of Precision Machining

7105 - Precision Machining Fundamentals

7107 - Advanced Precision Machining

Location: Attica High School

Credits: A six credit course (two credits for each class, 1 credit per semester)

Counts as a Directed Elective or Elective for all diplomas

**PRECISION MACHINING II** (Dual Credit) - Grade Level - 12

7219 - Precision Machining Capstone

Location: Attica High School

Prerequisites: First year courses

Credits: A six credit course, 3 credits per semester

Counts as a Directed Elective or Elective for all diplomas

**ROBOTICS I** (Dual Credit) - Grade Levels - 11-12

7220 - Principles of Industry 4.0 and Digital Manufacturing

4728 - Robotics Design and Innovation

7100 - Smart Manufacturing Systems

Location: North Vermillion High School

Credits: A six credit course (two credits for each class, 1 credit per semester)

Counts as a Directed Elective or Elective for all diplomas



**ROBOTICS II** (Dual Credit) - Grade Level - 12

7222 – Industry 4.0 - Smart Manufacturing Capstone

Location: North Vermillion High School

Credits: A six credit course, 3 credits per semester

Counts as a Directed Elective or Elective for all diplomas

**VETERINARY SCIENCE I** (Dual Credit) - Grade Levels - 11-12

7280 - Principles of Veterinary Science (GPA Req - 2.5)

7281 - Veterinary Science

5070 - Advanced Life Science, Animals

Location: Covington High School

Credits: A six credit course (two credits for each class, 1 credit per semester)

Counts as a Directed Elective or Elective for all diplomas

**VETERINARY SCIENCE II** (Dual Credit) - Grade Level - 12

7282 - Veterinary Science Capstone

Location: Covington High School

Credits: A six credit course, 3 credits per semester

Counts as a Directed Elective or Elective for all diplomas

**WELDING TECHNOLOGY I** (Dual Credit) - Grade Levels - 11- 12

7110 - Principles of Welding Technology

7111 - Shielded Metal Arc Welding

7101 - Gas Welding Processes

Location: Fountain Central High School

Credits: A six credit course (two credits for each class, 1 credit per semester)

Counts as a Directed Elective or Elective for all diplomas

**WELDING TECHNOLOGY II** (Dual Credit) - Grade Level - 12

7226 - Welding Technology Capstone

Location: Fountain Central High School

Prerequisite: First year courses

Credits: A six credit course, 3 credits per semester

Counts as a Directed Elective or Elective for all diplomas

**HONOR JACKET INFORMATION**  
Effective Fall Semester 2022

Honor Jacket and Chevron Awards are based on semester grades. Students are eligible for seven semesters of high school (through the first semester of the senior year). All classes will count, except credit recovery on APEX. In order to qualify for the award students must meet the following criteria:

- 9th & 10th Grades - earn straight As
- 11th & 12th Grades - must be taking a minimum of one weighted class - allowed one "B;" all other grades must be As

This award is sponsored 100% by Fountain Trust and Steel Grip.

Weighted Classes: See below

**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 I)
- Priority Dual Credit Courses (English, Precal/Trig (DC), Adv. Speech, French III (effective with 2028 Cohort))

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.

In cases where a student has received weighted grades from another school, if Covington Community High School also recognizes those courses as weighted, the student's GPA will be reconciled using Covington's weighted system. Any course that is not part of the Covington's weighted system will not receive 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.

**Grading Scale**

A	93-100		C	73-77
A-	90-92		C-	70-72
B+	88-89		D+	68-69
B	83-87		D	63-67
B-	80-82		D-	60-62
C+	78-79		F	0-59

**Value for GPA**

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

Final examinations represent 20% of the final grade, with the two included nine weeks grading periods being 40% each