

Elkhart High School

Course Description Guide



“The mission of Elkhart High School promotes a community where all members pursue academic and personal excellence”

| | |
|--|-----------|
| Directory Information | 3 |
| GRADUATION REQUIREMENTS | 5 |
| Indiana CORE 40 | 5 |
| Indiana Academic Honors Diploma: | 5 |
| CORE 40 with Technical Honors Diploma | 6 |
| GRADUATION PATHWAYS | 7 |
| NCAA Requirements | 7 |
| Summer School | 8 |
| Dual Credit | 9 |
| ENGLISH/LANGUAGE ARTS | 10 |
| ENGLISH/LANGUAGE ARTS ELECTIVES | 12 |
| MATHEMATICS | 15 |
| SCIENCE | 18 |
| SUMMER SCIENCE ELECTIVE COURSES | 22 |
| PROJECT LEAD THE WAY - BIOMEDICAL SCIENCES | 22 |
| AGRICULTURAL SCIENCE | 23 |
| SOCIAL STUDIES | 25 |
| FINE ARTS DEPARTMENT | 29 |
| BUSINESS | 33 |
| MULTIDISCIPLINARY | 35 |
| FAMILY AND CONSUMER SCIENCES | 36 |
| TEENAGE PARENT PROGRAM (TAPP) | 41 |
| ENGINEERING & TECHNOLOGY | 42 |
| MUSIC | 43 |
| Health & Physical Education | 47 |
| WORLD LANGUAGES | 49 |
| SPECIAL EDUCATION | 54 |

Directory Information

| | | | |
|--------------------------------|-----------------|----------|--|
| Principal: | Cary Anderson | 262-5600 | canderson@elkhart.k12.in.us |
| Vice Principal: | Frank Kurth | 262-5600 | fkurth@elkhart.k12.in.us |
| Director of Counseling: | Gail Draper | 262-5673 | gdraper@elkhart.k12.in.us |
| Athletics: | Jacqueline Rost | 262-5634 | jrost@elkhart.k12.in.us |
| | Brian Buckley | 262-5634 | bbuckley@elkhart.k12.in.us |

SCHOOLS OF STUDY

Arts & Communication

| | | | |
|------------------|-----------|----------|--|
| Kelly Berheide | Principal | 262-5615 | kberheide@elkhart.k12.in.us |
| Allison Makowski | Counselor | 262-5627 | amakowski@elkhart.k12.in.us |

Business & International Relations

| | | | |
|------------------|-----------|----------|--|
| Matt Werbiansky | Principal | 262-2222 | mwerbiansky@elkhart.k12.in.us |
| Jennifer Andrews | Counselor | 262- | jandrews@elkhart.k12.in.us |

Engineering, Technology and Innovation

| | | | |
|----------------------|-----------|-------|--|
| Greg Stover | Principal | 2262- | gstover@elkhart.k12.in.us |
| Christina Werbiansky | Counselor | 262- | cwerbiansky@elkhart.k12.in.us |

Health and Public Safety

| | | | |
|------------------|-----------|------|--|
| Kelly Blair | Principal | 262- | kblair@elkhart.k12.in.us |
| Adrienne Bashore | Counselor | 262- | abashore@elkhart.k12.in.us |

Human Services

| | | | |
|---------------|-----------|------|--|
| LaTosha Bonds | Principal | 262- | lbonds@elkhart.k12.in.us |
| Camille Evans | Counselor | 262 | crevans@elkhart.k12.in.us |

Natural Resources

| | | | |
|-------------------|-----------|------|--|
| David Bird | Principal | 262- | dbird@elkhart.k12.in.us |
| Michelle Hilliker | Counselor | 262- | mhilliker@elkhart.k12.in.us |

Early College

| | | | |
|-----------------|-----------|------|--|
| Regina Roberson | Counselor | 262- | rroberson@elkhart.k12.in.us |
| Michele Tibbs | Counselor | 262- | mtibbs@elkhart.k12.in.us |

Welcome Center

| | | |
|--------------------|------|--|
| Counselor At-large | 262- | aness@elkhart.k12.in.us |
|--------------------|------|--|

Elkhart High School

Elkhart Community Schools www.elkhart.k12.in.us

DISCRIMINATION AND HARASSMENT

Elkhart Community Schools is committed to an environment in which all individuals are treated with respect and dignity. This includes ensuring that its students and employees are not subject to sexual harassment, or to harassment or discrimination on the basis of race, color, religion, sex, national origin, age, disability or any other characteristic protected by law. Elkhart Community Schools prohibits any such harassment or discrimination and all persons associated with the school community, including, but not limited to, the Board of School Trustees, the administration, the staff, the students, agents, volunteers, contractors, and persons subject to the supervision and control of the school corporation, are expected to conduct themselves at all times so as to provide an atmosphere free from harassment, discrimination, and retaliation. Complaints of violations of these policies will be investigated and resolved appropriately.

GRADUATION REQUIREMENTS

Indiana CORE 40

All students entering Elkhart High School in the 9th grade will be enrolled in the Indiana CORE 40 curriculum. Completion of this curriculum is required in order to be considered for admission to Indiana’s four year state colleges. The CORE 40 is highly recommended for admission to 2 year colleges and entry into the workforce.

| | | |
|--------------------|--|---|
| English | 8 credits | |
| Mathematics | 6 credits beginning with Algebra I | (6 Math credits must be taken while in High School) |
| Biology | 2 credits | |
| Science elective | 2 credits | |
| Physical Science | 2 credits in Physics or Chemistry | |
| Geography & Hist | 2 credits | |
| U.S. History | 2 credits | |
| Government | 1 credit | |
| Economics | 1 credit | |
| Physical Education | 2 credits | |
| Health | 1 credit | |
| Directed Electives | 5 credits in World Languages, Fine Arts, or Career Technical | |
| Electives | 6 credits | |

Elkhart HS’s Four Year Plan to complete the Indiana CORE 40

| Freshman Year | Sophomore Year | Junior Year | Senior Year |
|-------------------|----------------|------------------|--------------------|
| English | English | English | English |
| Mathematics | Mathematics | Mathematics | Math (recommended) |
| Geography/History | Elective | US History | US Govt/Economics |
| Biology | Science | Physical Science | Science (rec) |
| PE 1/PFR | PE 2/Health | Elective | Elective |
| Elective | Elective | Elective | Elective |
| Elective | Elective | Elective | Elective |
| Elective | Elective | Elective | Elective |

All students will be enrolled in eight classes each semester. Athletes must pass 6 courses during the preceding grading period or semester to be eligible for **IHSAA athletic participation**.

Indiana Academic Honors Diploma:

A student working toward this diploma will have CORE 40 requirements plus the following:

- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits.
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better. (2.67)
- Complete one of the following:
 - Complete AP courses (4 credits) and corresponding AP exams
 - Earn a combined score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.
 - Score a 26 or higher composite on the ACT
 - Complete dual high school/college credit courses from the Core Transfer Library (6 transferable college credits)
 - Complete a combination of AP course (2 credits) and corresponding AP exams and dual high school/college credit course(s) from the Core Transfer Library (3 transferable college credits)

CORE 40 with Technical Honors Diploma

A student working toward this diploma will have the CORE 40 requirements and the following additional requirements.

Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:

- State approved, industry recognized certification or credential, or
- Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits.
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - Any one of the options (A-B) of the Core 40 with Academic honors
 - Earn the following minimum scores on Accuplacer: Writing 80, Reading 90, Math 75

All students that enter EHS are scheduled into the CORE 40 curriculum. During their junior year the student, parents, principal, and school counselor may determine that a change to a **REGULAR diploma** is in the best interest of the student. This would be done during a meeting of those involved with documentation becoming part of the permanent CUM file record. This is not an option for freshmen and sophomores. The regular diploma has fewer required courses in some subject areas.

GRADUATION PATHWAYS

| | |
|---|--|
| <p>1) High School Diploma</p> | <p>Meet the statutorily defined diploma credit and curricular requirements.</p> |
| <p>2) Learn and Demonstrate Employability Skills (Students must complete at least one of the following.)</p> | <p>Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one the following: Project-Based Learning Experience; OR Service-Based Learning Experience; OR Work-Based Learning Experience.</p> |
| <p>3) Postsecondary-Ready Competencies (Students must complete at least one of the following.)</p> | <p>Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR ACT: College-ready benchmarks; OR SAT: College-ready benchmarks; OR ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR State- and Industry-recognized Credential or Certification; OR State-, Federal-, or Industry-recognized Apprenticeship; OR Career-Technical Education Concentrator: Must earn a C average or higher in at least 6 high school credits in a career sequence; OR AP/IB/Dual Credit/Cambridge International courses or CLEP Exams: Must earn a C average or higher in at least three courses; OR Locally created pathway that meets the framework from and earns the approval of the State Board of Education.</p> |

NCAA Requirements

If you enroll in a Division I college on or after August 1, 2011, and want to participate in athletics or receive an athletic scholarship during your first year, you must:

- Complete 16 required NCAA core courses. For EHS students these would begin with the minimum level courses required for the Indiana CORE 40 in English, Mathematics, Science, Social Studies, and World Languages.
- The required GPA is on a sliding scale that starts with 2.50 in the 16 core courses. It is possible

for the student-athlete to have a GPA lower than a 2,50 if they meet higher requirements on their SAT or ACT scores. The Memorial Athletic Office can provide information about the sliding scale and the NCAA Clearinghouse.

- Division II colleges require 14 core courses and a 2.00 GPA.

Summer School

This program may be held at Elkhart High School during the summer. Registration for all courses usually begins during the second semester in the Main Office at EHS. More information is usually available beginning in March. The following courses may be offered:

- English 9, English 10, English 11, English 12
- Algebra I, Geometry, Algebra II
- Biology I, Integrated Chemistry/Physics
- World Geography, United States History, Government, Economics
- Physical Education 1, Physical Education 2, Health

Dual Credit

Through a partnership with colleges such as Ivy Tech Community College, Indiana University, and Ball State University, Elkhart High School students can take college-credit courses taught by college-approved, high school teachers during the regular school day on the high school campus.

There is no cost to students to participate in Ivy Tech Courses and a \$25/credit hour fee for Indiana University and Ball State University courses. Students who successfully complete dual credit courses earn high school credit and transcribed college credit from the partnering college.

BENEFITS:

- Classes are offered on high school campus
- High school teachers must meet the rigorous qualifications determined by the partnering college
- College credits are guaranteed to transfer to any Indiana public college or university

PLEASE NOTE:

- Students must meet eligibility guidelines for enrolling in dual credit courses. Check with a counselor to see if you qualify.
- Students earn a grade that will be a part of their permanent record

IVY TECH DUAL CREDIT COURSES OFFERED

| | | | | |
|------------|--------------|------------|------------|------------|
| COMM 101-3 | ENGL 111-3 | ENGL 215-3 | ENGL 202-3 | ENGL 206-3 |
| MATH 123-3 | MATH 136-3 | MATH 137-3 | MATH 211-4 | MATH 212-4 |
| PHOT 104-3 | CHEM 101-3 | ECON 101-3 | HIST 101-3 | HIST 102-3 |
| SPAN 101-4 | SPAN 102-4 | SPAN 201-3 | SPAN 202-3 | POLS 101-3 |
| FREN 101-4 | FREN 102-4 | FREN 201-3 | FREN 202-3 | AGRI 115 |
| AGRI 103 | AGRI 102/110 | AGRI 107 | AGRI 105 | AGRI 119 |

INDIANA UNIVERSITY DUAL CREDIT COURSES OFFERED

| | | | |
|--------------|---------------|---------------|---------------|
| ECON-E103 -3 | ECON-E104 - 3 | HIST-H105 - 3 | HIST-H106 - 3 |
| MATH-M118 -3 | | | SPCH-S121 -3 |

BALL STATE UNIVERSITY DUAL CREDIT COURSES OFFERED

| | | | |
|------------|------------|------------|------------|
| JAPA 101-3 | JAPA 102-3 | JAPA 201-3 | JAPA 202-3 |
|------------|------------|------------|------------|

ENGLISH/LANGUAGE ARTS

English - 2 semesters are required yearly at all levels for all students

ENGLISH 10A & 10B **HS0257 / 0268**

2 Semesters, 2 Credits
Core 40 and AHD course

Through the integrated study of vocabulary, literature (both fiction and nonfiction), composition, and oral communication, English 10 students further develop their use of language as a tool for learning and thinking, as well as a source of pleasure. The students read short stories, essays, poems, novels, plays and full-length non fiction text from around the world. They write academic and personal essays based on what they have read as well as on their own experiences. They have the opportunity to use technology to research topics of interest and to organize what they have learned into essays, oral presentations and formal speeches.

ENGLISH 10:H **HS0277 / 0288**

2 Semesters, 2 Credits
Core 40 and AHD course

The course is available for the academically gifted or highly motivated student. Students will analyze and critique in depth selected literature by various world writers and the aesthetic contributions of many artists. Students improve their verbal and non-verbal communication skills using increasingly more productive, complex, abstract and higher level thinking skills. They address personal giftedness in relation to issues about universal/world citizenship including self selected topics. Students present original verbal and non-verbal forms of communication.

ENGLISH 11A & 11B **HS0381 / 0392**

2 Semesters, 2 Credits
Core 40 and AHD course

In English 11, students move from predominantly analyzing and using the elements of written language to making judgments based on those analyses. Students will study American literature from different periods and have opportunities to produce a variety of forms of composition. Both oral communication and correct grammar, usage, and vocabulary are also emphasized. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing and publishing.

DUAL CREDIT ENGLISH 11 - ENGL 111/215 **DC0385 / 0394**

2 Semesters, 2 Credits - 6 College Credits Ivy Tech
Core 40 and AHD course

Prerequisite: Must meet Ivy Tech course admission requirements

Description: English Composition is designed to develop students' abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion, and argumentation. A research paper is required. Numerous in-class writing activities are required in addition to extended essays written outside of class.

LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT

HS0477 / 0488

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: English 9 and English 10

This AP course is open to any academically ambitious student who is willing to accept the challenge of learning and utilizing specific skill-based techniques in order to read, analyze and write for a variety of purposes. In addition to a sampling of British literature and theme-based fiction, students will evaluate the effective strategies of rhetoric, argument, and synthesis in nonfiction essays both to validate the efficacy of the claims therein, and as of model for their own writing. Writing assignments will be frequent, including weekly in-class essays and periodic research papers. This course follows the College Board Entrance Examination guidelines for advanced placement English; students prepare for and will write the AP Exam.

ENGLISH 12A & 12B

HS0731 / 0742

2 Semesters, 2 Credits

Core 40 and AHD course

This course will generally focus on various periods of English and World literature. It will also offer more contemporary connections to the themes of British and World literature through supplement novels, short stories, and poetry. Students will have the opportunity to respond to and reflect on the literature through a variety of writing activities, scenarios, and assignments throughout the course. In addition, this course addresses the research component through a senior research project.

ADVANCED COMPOSITION

HS0451

1 Semester, 1 Credit (Can also fulfill requirements for ENGL 111 - Ivy Tech 3 credits)

Core 40 and AHD course

Advanced composition further develops and refines writing skills introduced in other English courses. This course provides students frequent opportunities to write for different audiences and purposes. Techniques of persuasive writing and formal argument are studied, and increased emphasis is placed on language and style.

ENGLISH LITERATURE

HS 0461 / DC 0461

1 Semester, 1 Credit (Can also fulfill requirements for ENGL 206 - Ivy Tech 3 credits)

Core 40 and AHD course

English Literature provides a survey of literature produced by English speaking authors. It includes the study of major British authors, literary movements, and intellectual trends. It also provides an examination of the contributions of British authors to specific literary genres, such as poetry, drama, the essay, and the novel.

LITERATURE & COMPOSITION, ADVANCED PLACEMENT

HS0377 / 0388

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: English 9, 10, and English 11

This course is open to any academically ambitious student who is willing to accept the challenge of reading, writing and thinking at an in-depth level. Students will explore American literature that illuminates the nature of American culture. Students think critically and creatively and conduct independent inquiry and research as they consider these topics and present original verbal and nonverbal forms of communication. This course follows the College Board Entrance Examination guidelines for advanced placement English; students prepare for and will write the AP Exam.

ENGLISH AS A NEW LANGUAGE

ENL 1

HS0213 / 0214

ENL 2

HS0217 / 0218

1 Semester, 1 Credit (Can be taken for successive semesters)

Grade Level 10-12

English as a New Language (ENL) English as a New Language, an integrated English course based on the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for English learners (ELs) so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

ENGLISH/LANGUAGE ARTS ELECTIVES

JOURNALISM

HS0541

1 Semester, 1 Credit (Can be taken for successive semesters)

Grade Level 10-12

An introduction to journalistic interviewing, reporting and writing techniques for newspapers, magazines and yearbooks. A "B" average in academic writing classes is encouraged.

SPEECH

HS0263

1 Semester, 1 Credit

Grade Level 10 –12
Core 40 and AHD course

Speech provides the study of and practice in the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students have opportunities to make different types of oral presentations including (1) viewpoint, (2) instructional, (3) demonstration, (4) informative, (5) persuasive, and (6) impromptu. Students also practice and develop critical listening skills. This course emphasizes research using technology and careful organization and preparation.

FILM LITERATURE HS0531

1 Semester, 1 credit
Grade Level 11-12
Core 40 and AHD course

This single semester course focuses on four objectives: to familiarize students with film genres, terminology, and techniques; to analyze film through literary modes; to sharpen critical analysis of all aspects of film; and to instill an appreciation of film as a cultural medium and an art form, not just entertainment.

TWENTIETH CENTURY LITERATURE: DYSTOPIAN LITERATURE HS1006

1 semester, 1 credit
Elective credit only
Grade Level: 10 - 12

How do we look at life and ourselves when things seem bleak or the end is near? Through novels, such as Suzanne Collins, *The Hunger Games*, George Orwell's *1984*, or Ray Bradbury's *Fahrenheit 451*, short stories, essays, poems and/or film, explore how our stories reveal our darkest fears of society and the undying human spirit.

THEMES IN LITERATURE: SPORTS LITERATURE HS1005

1 semester, 1 credit
Elective credit only
Grade Level: 10 - 12

From "Casey at the Bat" Friday *Night Lights*, the epic struggles, the thrill of victory, and the agony of defeat have been a major part of our storytelling and communication. Through novels, short stories, essays, poems, and/or film, explore through fiction and non-fiction the story that is sports and how it reflects our society.

GENRES IN LITERATURE: GRAPHIC NOVELS HS1007

1 semester, 1 credit
Elective credit only
Grade level: 10 - 12

Explore the emerging genre of graphic novels, from its beginnings at the turn of the last century through its growing in comics and superheroes to its current place as a respected literary form. While reading, studying, and analyzing published graphic novels will be a key part of the course, you will create your own graphic literature (artistic ability not a requirement).

COLLEGE ENTRANCE PREPARATION HS3571

1 semester, 1 credit

Core 40 & AHD course

Prerequisite: Must have a 2.5 GPA or higher and 5 semesters of Math

This course utilizes individual student score reports from the PSAT to prepare students for the SAT assessment. Students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and problem solving. As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment.

ADV ENG/CREATIVE WRITING/ENGL 202 Ivy Tech DC0712

1 Semester, 1 Credit - 3 college credits

Core 40 and AHD course

Prerequisite: Must meet Ivy Tech course admission requirements

Creative Writing provides students with ample opportunities to combine literary creativity with the discipline of written discourse. The concept of the manipulation of language to convey ideas, feelings, moods, and visual images is the basis of the course. Students become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Additionally, students learn strategies for evaluation and responding to their own writing and the writing of others in a peer sharing component.

ADVANCED SPEECH/COMM 101 Ivy Tech DC0521

1 Semester, 1 credit - 3 college credits Ivy Tech

Prerequisite: must be a senior pursuing the Indiana College Core Certificate

Introduces fundamental concepts and skills for effective public speaking, including audience analysis, outlining, research, delivery, critical listening and evaluation, presentational aids, and use of appropriate technology.

ADVANCED SPEECH/S121 IU DC0523

1 Semester, 1 Credit - 3 college credits Indiana University

Prerequisite: must be a senior

Public Oral Communication is one of the great foundational courses in a thorough education. Grounded on the relationship between public performance and critical reflection, it is an instruction in the power of the spoken word. By cultivating the competencies of speaking and listening in public venues, you will develop an attunement to language in the constitution of community, in the formation of an ethical comportment, and in the formation of civic and cultural identity. We will look closely at why speech is capable of manipulating, de

STUDENT PUBLICATIONS: Magazine **HS0543/ 0544**

Grade Levels: 10-12

Prerequisite: Application

The practice of journalistic writing, reporting, and interviewing along with creative design to produce the school magazine. Advertising/circulation techniques/responsibilities also stressed. Attendance at extra work sessions is mandatory. A “B” average in honors/academic writing courses encouraged. Enrollment is determined by applications, interview and advisor approval.

STUDENT PUBLICATIONS: Yearbook **HS0545 / 0546**

Grade Levels: 10-12

Prerequisite: Application

The practice of journalistic writing, reporting, and interviewing along with creative design to produce the school yearbook. Advertising/circulation techniques/responsibilities are also stressed. Attendance at extra work sessions is mandatory. Enrollment is determined by applications, interview and advisor approval.

MATHEMATICS

Core 40 - Algebra I, Geometry, Algebra II
(6 Math credits must be taken while in High School)

ALGEBRA I **HS3411 / 3422**

2 Semesters, 2 Credits

Core 40 and AHD course

Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include (1) properties of real numbers, (2) solving and graphing linear equations, (3) basic operations with polynomials, (4) solving and graphing quadratic equations and systems of equations and inequalities, (5) use of exponents, and (6) introductory topics from statistics and probability.

ALGEBRA I Lab **HS3213S / 3223S**

Must be taken during the same semester as Algebra I

Algebra Enrichment provides additional time beyond that in Algebra I for students to master the mathematical skills and thinking processes necessary for the successful completion of algebra. Topics

include (1) whole numbers, (2) integers, (3) rationals, (4) decimals and their applications, (5) number theory, (6) ratios, (7) proportions, (8) percents, (9) equations, (10) graphing, (11) square roots, (12) appropriate geometric concepts. The instructional program of this course provides for the understanding and the use of the concepts as well as their application through appropriate problem-solving situations.

GEOMETRY HS3431 / 3442

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Algebra I

Geometry provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of (1) angles, (2) lines, (3) planes, (4) congruent and similar triangles, (5) trigonometric ratios, (6) polygons, and (7) circles and spatial drawings. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged.

ALGEBRA II HS3451 / 3462

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Algebra I

Algebra II is a course which expands on the topics of Algebra I and provides further development of the concept of a function. The expanded topics of the course include (1) the theorems and algorithms of algebra, (2) polynomials and polynomial functions, (3) rational exponents (4) the complex numbers, sequences, and series, (5) the properties and graphs of circles and parabolas, (6) permutations and combinations, (7) matrices and (8) exponential and logarithmic functions.

PRE-CALCULUS HS / DC 3471 / 3482

2 Semesters, 2 Credits (Can also fulfill requirements for MATH 136/137 - Ivy Tech 6 credits)

Core 40 and AHD course

Prerequisite: Algebra II

Functions are developed algebraically and graphically. Real life problems are investigated through the use of a graphing calculator. Pre-calculus function topics include trigonometry relationships, such as Law of Sines, Law of Cosines and Identities along with equations, inequalities, polynomials, rationals, logarithmic, exponential, and trigonometric.

PRE-CALCULUS, Honors

2 Semesters, 2 Credits (Can also fulfill requirements for MATH 136/137 - Ivy Tech 6 credits)

Core 40 and AHD course

Prerequisite: Algebra II

Functions are developed algebraically and graphically. Real life problems are investigated through the

use of a graphing calculator. Pre-calculus function topics include trigonometry relationships, such as Law of Sines, Law of Cosines and Identities along with equations, inequalities, polynomials, rationals, and logarithmic, exponential, trigonometric, parametric, and polar equations. Other topics include vectors and matrix applications.

CALCULUS AB or BC, ADVANCED PLACEMENT HS3581 / 3592 HS3584 / 3595

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Pre-Calculus

Calculus is a course which provides students with the content that has been established by the College Board. Generally, topics include (1) limits, (2) continuity, (3) derivatives, (4) definite integrals and (5) techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. This course also includes applications of the derivative, the integral, and theory of calculus. The use of graphing technology is required.

STATISTICS: ADVANCED PLACEMENT HS3831 / 3842

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Geometry & Algebra II

Statistics, Advanced Placement is a course based on content established by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns (2) sampling and experimentation: planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required.

QUANTITATIVE REASONING DC3467 / 3478

2 semesters, 2 credits (Can also fulfill requirements for MATH 123 - Ivy Tech 3 credits)

Core 40 & AHD course

Prerequisites: Algebra I, Geometry, Algebra II

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real-world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential.

INTRO TO COMPUTER SCIENCE HS3651

1 semester, 1 credit

Prerequisite: Algebra I

Introduction to Computer Science provides an entry point into computer science. Through computational thinking and collaboration, students will learn the skills and processes needed to develop computer artifacts, basic coding. Data, security and intellectual property will also be explored. Students will develop an understanding of how computer science impacts their everyday lives and explore a variety of careers in the computer science field.

COMPUTER SCIENCE A, ADVANCED PLACEMENT HS3671 / 3682

2 semesters, 2 credits

Core 40 & AHD course

Prerequisites: Algebra I

Computer Science A, Advanced Placement is a business mathematics course that provides students with the content established by the College Board. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and also includes the study of data structures, design, and abstraction. The course provides students an alternative to taking pre-calculus or calculus to fulfill the four-year math requirement for graduation.

COLLEGE ENTRANCE PREPARATION HS3571

1 semester, 1 credit

Prerequisite: Must have 5 semesters of Math and a 2.5 GPA or higher

This course utilizes individual student score reports from the PSAT and/or the PLAN to prepare students for the SAT, ACT, and the Accuplacer assessments. Students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science. As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment.

SCIENCE

BIOLOGY I HS4231 / 3442

2 Semesters, 2 Credits

Core 40 and AHD course

Biology I provides, through regular laboratory and field investigations, a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students have opportunities to (1) gain an understanding of the history of the development of biological knowledge, (2) explore the uses of biology in various careers, and (3) cope with biological questions and problems related to personal needs and social issues.

INTEGRATED CHEMISTRY-PHYSICS**HS4265 / 4276**

2 Semesters, 2 Credits

Core 40 and AHD course

Integrated Chemistry-Physics introduces the fundamental concepts of scientific inquiry, the structure of matter, chemical reactions, forces, motion and the interactions between energy and matter. This course will serve students as a laboratory-based introduction to possible future coursework in chemistry or physics while ensuring a mastery of the basics of each discipline. The ultimate goal of the course is to produce scientifically literate citizens capable of using their knowledge of physical science to solve real-world problems and to make personal, social, and ethical decisions that have consequences beyond the classroom walls.

CHEMISTRY I**HS4651 / 4662**

2 Semesters, 2 Credits

Core 40 and AHD course

Chemistry I allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and its chemical reactions. Students have opportunities to (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) cope with chemical questions and problems related to personal needs and social issues, and (4) learn and practice laboratory safety, and (5) develop problem solving and critical thinking skills that will be essential when they go to college.

ENVIRONMENTAL SCIENCE**HS4131 / 4142**

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Biology I

Students investigate standard ecological concepts as well as local environmental issues. Through text and enrichment activities, students examine the impacts of human populations on natural resources, water quality and availability, the atmosphere and the environment in general. We explore issues regarding our quest for energy, food, waste disposal, consumption of manufactured products and sustainability. Underlying this study is an opportunity for students to identify their personal impact and to develop a higher standard of personal environmental accountability.

PHYSICS I**HS4451 / 4462**

2 Semesters, 2 Credits

Core 40 and AHD course

Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

BIOLOGY II, Genetics **HS4251 / 4262**

2 Semesters, 2 Credits
Core 40 and AHD course
Prerequisite: Biology I

This advanced biology course is built around laboratory investigations that expand upon genetic concepts learned in Biology 1. Students will perform DNA fingerprinting, study patterns of inheritance in fruit flies, and learn to statistically analyze data. Cellular reproduction, biochemical reactions and microbiology will also be investigated. Strongly recommended for students planning to enter a biological field.

BIOLOGY II, ANATOMY & PHYSIOLOGY **HS4221 / 4232**

2 Semesters, 2 Credits
Core 40 and AHD course
Prerequisite: Biology I (required), Health (strongly recommended)

This course is designed to give a basic overview about the extensive topic of the human body. Each organ system of the body is studied over the two semesters. In each system students will learn about the structures of each organ system and the functions of these major organs. Students that are interested in any aspect of the health field should take this course as their first experience that leads them further into the subject. A dissection is a major project in the second semester.

ADVANCED BIOLOGY, DUAL CREDIT **DC4177 / 4188**

2 Semesters, 2 Credits (Fulfills requirements for BIOL 101 - Ivy Tech 3 credits)
Core 40 and AHD course
Prerequisite: Biology I, Must meet Ivy Tech course admission requirements

Introduces the basic concepts of life. Includes discussion of cellular and organismal biology, evolution, ecology, and interaction among all living organisms. Addresses applications of biology in a global community.

BIOLOGY, ADVANCED PLACEMENT **HS4281 / 4292**

2 Semesters, 2 Credits
Core 40 and AHD course
Prerequisite: Biology I and Chemistry I (or concurrent)

Biology, Advanced Placement is a course that provides students with the content established by the College Board to fulfill the requirements of a college level course best suited for those looking to go into a science-related field. Students will study the topics of molecules, cells, heredity, evolution, populations, and plant/animal form and function in preparation for the Advanced Placement test in Biology.

CHEMISTRY II: FORENSICS HS4751 / 4762

2 Semesters, 2 Credits

Core 40 and AHD course

Forensic Science is a physical science course which encompasses chemistry, problem solving, and critical thinking skills. Students will take part in a variety of inquiry based labs as well as learn basic scientific methods, models, and concepts stemming from the criminal justice system.

ADVANCED CHEMISTRY, DUAL CREDIT DC4653 / 4664

2 Semesters, 2 Credits (Fulfills requirements for CHEM 101 - Ivy Tech 3 credits)

Prerequisite: Must meet Ivy Tech course admission requirements

An introductory course that includes the science of chemistry and measurement, atomic theory and the periodic table, chemical bonding, equation writing and balancing, stoichiometry, gasses and acids/bases. Includes lab.

CHEMISTRY, ADVANCED PLACEMENT HS4581 / 4592

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Chemistry I or science teacher recommendation

Advanced Placement Chemistry is a course which follows College Board Entrance Examination guidelines for advanced placement chemistry. This course is designed to help students gain a solid background equivalent to the first year of college inorganic chemistry, including the corresponding lab work. Problem solving and critical thinking skills are more fully developed, and they are essential to success in this course.

ENVIRONMENTAL SCIENCE, ADVANCED PLACEMENT HS4133 / 4144

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: 2 years of Core 40 science course work

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand how the parts of the natural world are connected to each other, to identify and analyze environmental problems both natural and human-made, to evaluate the risks associated with these problems, and to examine solutions for resolving and/or preventing them.

PHYSICS I, ADVANCED PLACEMENT HS4453 / 4464

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: 2 years of Core 40 science course work, Algebra II

AP Physics 1 is an algebra-based, introductory college-level physics course. Students will take an end-of-course college board exam to determine placement and engage in a greater rigor than the

college-prep course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

PHYSICS 2, ADVANCED PLACEMENT HS4471 / 4482

2 Semesters, 2 Credits

Core 40 & AHD Course

Prerequisite: AP Physics I or a year of physics and the recommendation of the physics teacher.

Students should have completed algebra and geometry, be enrolled / completed a higher level math class.

AP Physics 2 is an algebra-based, introductory college-level physics course. Students will take an end-of-course college board exam to determine placement and engage in a greater rigor than the college-prep course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics.

SCIENCE RESEARCH, INDEPENDENT STUDY HS4701 / 4702

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Teacher Recommendation

Recommended Prerequisite/Corequisite: Biology, Chemistry and Physics. Students must take at least one science course at the same time, and have taken math and science all years of attendance. Science Research is not to replace a math or science course.

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

SUMMER SCIENCE ELECTIVE COURSES

Field Experience in Earth Science HS4890

1 Credit

Ten days of local class work. The class takes a 14 day field trip for site work at Silverton, Colorado.

Biology II, Marine Biology HS4889

1 Credit

After four days of local class work, the class takes a 13 day field trip for work on site in northern New England (Bar Harbor, Maine).

PROJECT LEAD THE WAY - BIOMEDICAL SCIENCES

PRINCIPLES OF BIOMEDICAL SCIENCE HS4111 / 4122

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Biology (or concurrent)

An introduction to biomedical sciences through hands-on projects and problems. Student work involves the study of human medicine, research processes and in introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. The course is designed to provide an overview of all the courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

HUMAN BODY SYSTEMS HS4211 / 4222

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Principles of Biomedical Science or concurrent

Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the 37 interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions.

MEDICAL INTERVENTIONS HS4511 / 4522

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Human Body Systems or concurrent

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose, and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future.

BIOMEDICAL INNOVATIONS**HS4611 / 4622**

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Medical Interventions or concurrent

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21 st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community

AGRICULTURAL SCIENCE**PRINCIPLES OF AGRICULTURE****NLP7117**

2 Semesters, 2 Credits (Fulfills requirements for CTE dual credit - Ivy Tech)

Core 40 & AHD elective course

Principles of Agriculture is a two semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding 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.

ANIMAL SCIENCE Z4901 / 4902

2 Semesters, 2 Credits (Fulfills requirements for CTE dual credit - Ivy Tech)

Core 40 & AHD course

Suggested Prerequisite: Principles of Agriculture

The Animal Science course is designed to expose students to agriculture, animal science, and related career options. Students will have experiences in various animal science concepts with exciting hands-on activities, projects, and problems. Students' experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. Throughout the course, students will consider the perceptions and preferences of individuals within local, regional, and world markets. Students will learn about the following animals: cat, dog, hamster, rabbit, horse, cattle, goat and chicken.

ADVANCED LIFE SCIENCE, ANIMALS HS5071 / 5072

2 Semesters, 2 credits (Fulfills requirements for CTE dual credit - Ivy Tech)

Core 40 & AHD course

Quantitative Reasoning Course

Prerequisite: Animal Science

Advanced Life Science: Animals is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory and fieldwork, they recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture.

PLANT & SOIL SCIENCE Z4903 / 4904

2 Semesters, 2 Credits (Fulfills requirements for CTE dual credit - Ivy Tech)

Core 40 & AHD course

Suggested Prerequisite: Introduction to Agriculture

Principles of Agricultural science is a foundation-level course that will teach students about the form and function of plant systems. Students are immersed in inquiry-based exercises filled with activities, projects, and problems to teach them plant concepts through laboratory and practical experiences. Student experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting. Students will learn how to apply scientific knowledge and skills to use plants effectively for agricultural and horticultural production. They will discover the value of plant production and its impact on the individual, the local, and global economy.

ADVANCED LIFE SCIENCE, PLANT & SOIL HS5073 / 5074

2 Semesters, 2 credits (Fulfills requirements for CTE dual credit - Ivy Tech)

Core 40 & AHD course

Quantitative Reasoning Course

Recommended Prerequisite: Plant & Soil Science, Biology, Chemistry

Advanced Life Science: Plants and Soils is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students study concepts, principles, and theories associated with plants and soils. Knowledge gained enables them to better understand the workings of agricultural and horticultural practices. They recognize how plants are classified, grow, function, and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratories and fieldwork, how plants function and how soil influences plant life.

AGRICULTURE BUSINESS MANAGEMENT Z5001 / 5002

2 semesters, 2 Credits

Core 40 & AHD course

Quantitative Reasoning course

Prerequisite: Two Agriculture courses taken or concurrent

Agribusiness Management provides foundation concepts in agricultural business. It is a two semester course that introduces students to the principles of business organization and management from a local and global perspective, with the utilization of technology. Concepts covered in the course include; accounting and record keeping, business planning and management, food and fiber, forms of business,

finance, management, sales and marketing, careers, leadership development. Students will demonstrate principles and techniques for planning, development, application and management of agribusiness systems through a supervised agriculture experience (work based learning) programs.

SUPERVISED AGRICULTURAL EXPERIENCE Z4910

1 credit per semester up to 8 maximum

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. SAE may be offered as a Cooperative Education Program.

SOCIAL STUDIES

Core 40 Social Studies requirements:

Geography and History Of the World or World History-2;
US History-2;
US Government-1; Economics-1

GEOGRAPHY AND HISTORY OF THE WORLD HS2143 / 2144

2 Semesters, 2 Credits
Core 40 and AHD course

Geography and History of the World is designed to enable students to use geographical and historical tools and skills to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest imperialism; urbanization; and innovations and revolutions. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, spatial distribution/patterns, and interaction/relationships. Students use 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 responsible citizenship, to encourage the development of critical thinking skills and to promote lifelong learning.

WORLD HISTORY MODERN, ADVANCED PLACEMENT HS2277 / 2288

2 Semesters, 2 Credits
Core 40 and AHD course

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

humans and the environment, cultural developments and interactions, governance, economic systems, economic systems, social interactions and organization, and technology and innovation.

UNITED STATES HISTORY HS2331 / 2342

2 Semesters, 2 Credits
Core 40 and AHD course

This course is required for graduation. In the course students will participate in class discussions, work in small groups, listen to lecture, do research projects, participate in panel discussions, make oral reports, hear guest speakers, read multiple source materials, and study ways to improve thinking and reasoning. Topics to be studied include history of ideas in the United States, the impact of industrialization on the United State, the chronology of American history, citizenship, story of labor and management problems, history of court decisions and current events.

UNITED STATES HISTORY, DUAL CREDIT DC2333 / 2344

2 Semesters, 2 Credits (Fulfills requirements for HIST 101/102 - Ivy Tech 6 credits)
Core 40 and AHD course

Covers major themes and events in American history from domestic and global standpoints, including exploration of the New World; the colonial period; causes and results of the American Revolution; the development of the federal system of government; the growth of democracy; early popular American culture; territorial expansion; slavery and its effect; reform movements, sectionalism; causes and effects of the Civil War. It continues with the themes of western expansion, industrial growth of the nation and its effects, immigration and urban discontent and attempts at reform, World War I, the Roaring Twenties, social and governmental changes of the thirties, World War II and its consequences, the growth of the federal government, social upheaval in the sixties and seventies, and recent trends in conservatism, globalization, and cultural diversity.

ACP UNITED STATES HISTORY DC2377 / 2388

2 Semesters, 2 Credits (Fulfills requirements for HIST 105/106 - Indiana Univ 6 credits)
Core 40 and AHD course

This courses covers the evolution of American society: political, economic, social structure; racial and ethnic groups; sex roles; Indian, inter-American, and world diplomacy of the United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history.

UNITED STATES GOVERNMENT HS2371

1 Semester, 1 Credit
Core 40 and AHD course

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local,

state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. Analysis of how the United States interacts with other nations and the government's role in world affairs is included in this course. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

UNITED STATES GOVERNMENT, DUAL CREDIT DC2351

1 Semester, 1 Credit (Fulfills the requirements for POLS 101 - Ivy Tech 3 credits)
Core 40 and AHD course

Studies federalism, theories of the origins and purposes of government and other aspects of the American government including interest groups, political parties, and the electoral process. Emphasis is placed on constitutional backgrounds and the organization and functions of the executive, legislative, and judicial segments of the national government, civil liberties and civil rights, public opinion, media, bureaucracies, and domestic and foreign policy.

ECONOMICS HS2471

1 Semester, 1 Credit
Core 40 and AHD course

Economics includes a study of the allocation of scarce resources and their alternative uses for satisfying human wants. This course examines basic models of decision making at various levels and in different areas including (1) decisions made as a consumer, producer, saver, investor, and voter; (2) business decisions to maximize profits; and (3) public policy decisions in specific markets dealing with output and prices in the national economy.

ADVANCED ECONOMICS, DUAL CREDIT DC2471

1 Semester, 1 Credit (Fulfills the requirements for ECON
Core 40 and AHD course

Provides a survey of microeconomics, macroeconomics, international economics, comparative economic systems, historical development of economic thought, and their application to current economic problems. An introductory course intended primarily for students who need only one semester of economics.

ACP MACROECONOMICS DC2942

1 Semester, 1 Credit (Fulfills the requirements for E104 - Indiana Univ 3 credits)
Core 40 and AHD Course

Macroeconomics emphasizes economic principles as applied to the economy as a whole. Lessons include measuring and explaining aggregate economic performance, money, monetary policy, and fiscal policy as an analytical core. Individual sections apply this core to a variety of current economic policy problems, such as inflation, unemployment, and economic growth.

ACP MICROECONOMICS DC2931

1 Semester, 1 Credit (Fulfills the requirements for E103 - Indiana Univ 3 credits)

Core 40 & AHD course

Lessons include scarcity, opportunity cost, competitive and non-competitive market pricing, and interdependence as an analytical core. Individual sections apply this core to a variety of current economic policy problems, such as poverty, pollution, excise taxes, rent controls, and farm subsidies.

PSYCHOLOGY HS2571

1 Semester, 1 Credit

Core 40 and AHD course

Psychology provides an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. Content for the course includes some insights into behavior patterns and adjustments to social environments. The course should develop critical attitudes toward superficial generalizations about human beings, respect for the difficulty of establishing the truth of a proposition, and a heightened sensitivity to the feelings and needs of others.

AP PSYCHOLOGY HS2581 / 2582

1 Semester, 1 Credit

Core 40 and AHD course

Psychology, Advanced Placement is a course based on content established by the College Board. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes. Topics include: (1) history and approaches, (2) research methods, (3) biological bases of behavior, (4) sensation and perception, (5) states of consciousness, (6) learning, (7) cognition, (8) motivation and emotion, (9) developmental psychology, (10) personality, (11) testing and individual differences, (12) abnormal psychology, (13) treatment of psychological disorders, and (14) social psychology.

SOCIOLOGY HS2671

1 Semester, 1 Credit

Core 40 and AHD course

Sociology provides opportunities for students to study group behavior and basic human institutions. Broad areas of content include the study of institutions found in all societies and could involve (1) the family, (2) religion, (3) community organization, (4) political and social groups and (5) leisure time organizations. Moral values, traditions, folkways, the mobility of people, and other factors in society which influence group behavior should also be included in the study of Sociology.

CURRENT PROBLEMS, ISSUES, AND EVENTS HS2771

1 Semester, 1 Credit

Current, Issues, Problems, and Events is designed to allow students to study the effects of domestic and global events on the United States and the global community. Students will discuss major contemporary issues and how Americans feel and react to such issues. Students will be involved in discussions/debates and will be expected to participate in a seminar/discussion format. The topics covered in the course will vary over the semester, based on major issues in the news.

FINE ARTS DEPARTMENT

INTRO TO TWO-DIMENSIONAL ART HS8011

1 Semester, 1 Credit
Core 40 and AHD course

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.

JEWELRY I -ADV HS8511 / 8521

1 Semester, 1 Credit
Core 40 and AHD course

Recommended Prerequisite: Introduction to Two-Dimensional Art

Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art related careers.

CERAMICS I - ADV HS8451 / 8471

1 Semester, 1 Credit
Core 40 and AHD course

Prerequisite: Introduction to Two-Dimensional Art

Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics

engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

DRAWING I - ADV HS8211 / 8231

1 Semester, 1 Credit

Core 40 and AHD course

Prerequisite: Intro to Two-Dimensional Art

Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

PHOTOGRAPHY I - ADV HS8151 / 8171

1 Semester, 1 Credit

Core 40 and AHD course

Prerequisite: Introduction to Two-Dimensional Art

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

PAINTING I - ADV HS8251 / 8271

1 Semester, 1 Credit

Core 40 and AHD course

Prerequisite: Introduction to Two-Dimensional Art

Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic

paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

SCULPTURE I - ADV HS8351 / 8371

1 Semester, 1 Credit

Core 40 and AHD course

Prerequisite: Introduction to Two-Dimensional Art

Sculpture is a course based on the Indiana Academic Standards for Visual Art. Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art related careers.

DIGITAL DESIGN I - ADV HS8565 / 8569

1 Semester, 1 Credit

Core 40 and AHD course

Prerequisite: Introduction to Two-Dimensional Art

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.

VISUAL COMMUNICATION I - Adv HS 8041 / 8051

1 Semester, 1 Credit

Grade Level: 9-12

Core 40 and AHD course

Prerequisite: Introduction to Two-Dimensional Art

Visual Communication is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create

print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

STUDIO ART: ADVANCED PLACEMENT 2-D: HS8173 / 8184 3-D: HS8175 / 8186

2 Semester, 2 Credits

Core 40 and AHD course

Prerequisite: Introduction to Two-Dimensional; Portfolio review and teacher recommendation required

This course is designed for self-motivated senior students who have demonstrated a serious interest in the study of art. Can be elected for up to four semesters. Course numbers can be taken concurrently. The AP Program offers three portfolios: Drawing, 2D Design and 3D Design. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through the concentration section. In the breadth section, the student is asked to demonstrate a serious grounding in visual principles and material techniques. The quality section permits the student to select the works that best exhibit a synthesis of form, technique and content.

BUSINESS

INTRODUCTION TO BUSINESS HS5101

1 Semester, 1 Credit

Introduction to Business introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

DIGITAL APPLICATIONS & RESPONSIBILITY HS5751

1 Semester, 1 Credit

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

problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.

PRINCIPLES OF BUSINESS MANAGEMENT

2 Semesters, 2 credits

Prerequisites: Digital Apps, or Intro to Business

Principles of Business Management examines business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. Attention will be given to developing business communication, problem-solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software.

PRINCIPLES OF ENTREPRENEURSHIP

2 Semesters, 2 credits

Prerequisites: Digital Apps, or Intro to Business

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

ACCOUNTING FUNDAMENTALS

2 Semesters, 2 credits

Prerequisites: Digital Apps, Intro to Business

Accounting I is a business course that introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making. Projects, simulations, case studies and business experiences are used to apply accounting theories and produce appropriate financial reports. Students will work with Excel and be introduced to several automated systems including QuickBooks and Automated Accounting.

ADVANCED ACCOUNTING HS5271 / 5282

2 Semesters, 2 credits

Prerequisite: Fundamentals of Accounting

Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting covered in Introduction to Accounting. Emphasis is placed on accounting principles as they relate to both manual and automated

financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making. Instructional strategies include the use of spreadsheets, word processing, and accounting software.

MANAGEMENT FUNDAMENTALS

2 Semesters, 2 Credits

Prerequisite: Intro to Business, Digital Apps

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

MULTIDISCIPLINARY

CAREER EXPLORATION INTERNSHIP HS7693 / 7694

A Vocational Career Information Course

1 to 3 credits per semester

Prerequisite: Application required

It is a paid or unpaid work experience of a specified time period in the public or private sector that provides workplace learning in an area of student career interest and preparation. Preference will be given to those students in the tech curriculum or college prep program. The internship provides an opportunity to experience all aspects of work in a particular career area.

JOBS FOR AMERICA'S GRADUATES (JAG) HS0921/0922, 0923/0924

2 Semesters, 2 Credits, 2 years

Prerequisites: Applicants must meet guidelines established by the Department of Workforce Development

Jobs for America's Graduates (JAG) assists students in learning in-demand employability skills and provides a bridge to college and career advancement opportunities. Through JAG, students develop leadership skills, opportunities to network with colleges and employers, and receive one on one assistance from their JAG Specialist. JAG is so much more than a class!

AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS(AFJROTC)

HS0951 / 0952, HS0961 / 0962, HS0971 / 0972, HS0981 / 0982

2 Semesters, 2 Credits, 4 years

This course is designed to develop: (1) citizenship and patriotism, (2) leadership, (3) physical fitness, (4) self-discipline, and (5) the skills used in decision making, communications, and problem-solving. The course content and experiences enable the students to understand the role of the military with emphasis on the role of the U.S. Air Force in support of national objectives and to become familiar with

basic military knowledge, gender equity issues, benefits, and requirements. Topics to be included in the course are: (1) aerospace history (flight), (2) leadership education, (3) space and exploration, (4) global responsibilities (5) substance abuse,(6) stress management (7) map reading/survival training (8) marksmanship and firearm safety, (9) military drill (armed/unarmed), (10) field activities, (11)ethics, (12) first aid and hygiene, and (13) healthy eating/exercise. Opportunities are provided to explore the core values of integrity, service and excellence. Air Force Junior Reserve Officer Training Corps programs meet the standards set forth by the U.S. Air Force.

PEER TUTORING HS9661 / 9672

1-2 Semester, 1-2 Credit

Prerequisites: Application required

Peer Tutoring provides high school students with an organized, exploratory experience to assist other students in ninth through twelfth grade, in state approved courses. This course provides opportunities for the tutors taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the supporting teacher and any content area teacher under whom the tutoring is to be provided. The course provides opportunities for tutors to further develop and use: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

FAMILY AND CONSUMER SCIENCES

PRINCIPLES OF EARLY CHILDHOOD EDUCATION

2 semesters, 2 credits

This course provides students with an overview of skills and strategies necessary to successfully complete a certificate. Additionally, it provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula and services available to young children. This course also examines basic principles of child development, Developmentally Appropriate Practices (DAP), importance of family, licensing, and elements of quality care of young children with an emphasis on the learning environment related to health, safety, and nutrition. Students may be required to complete observations and field experiences with children as related to this course.

EARLY CHILDHOOD ED CURRICULUM

2 semesters, 2 credits

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

EARLY CHILDHOOD ED GUIDANCE

2 semesters, 2 credits

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

PRINCIPLES OF TEACHING - To be developed

2 semesters, 2 credits

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20 hour classroom observation experience is required for successful completion of this course.

CHILD & ADOLESCENT DEVELOPMENT - To be developed

2 semesters, 2 credits

Child and Adolescent Development examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture and the media are discussed. An observation experience up to 20 hours may be required for completion of this course.

TEACHING AND LEARNING - To be developed

2 semesters, 2 credits

Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management.

PRINCIPLES OF CULINARY AND HOSPITALITY

2 semesters, 2 credits

Principles of Culinary and Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making which affects operation management, products, labor, and revenue. Additionally, students will learn the fundamentals of food preparation, basic principles of sanitation, service procedures, and safety practices in the food service industry including proper operation techniques for equipment.

NUTRITION

2 semesters, 2 credits

Nutrition students will learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and to apply those principles to menu planning and food preparation. This course will engage students in hands-on learning of nutritional concepts such as preparing nutrient dense meals or examining nutritional needs of student athletes

HOSPITALITY MANAGEMENT

2 semesters, 2 credits

Hospitality Management prepares students for employment in the hospitality industry. It provides the foundations for study in higher education that leads to a full spectrum of hospitality careers. This is a broad-based course that introduces students to all segments of hospitality, what it includes, and career opportunities that are available; provides a survey of management functions, highlighting basic theories and facts; and exposes students to current trends and current events within the industry. Three major goals of this course are for students to be able to identify current trends in hotel and restaurant management, distinguish the difference between hospitality and tourism, and state differences in front of the house versus back of the house.

PRINCIPLES OF HUMAN SERVICES

2 semesters, 2 credits

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 (a suggested four-hour minimum to meet Ivy Tech requirements). 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.

UNDERSTANDING DIVERSITY

2 semesters, 2 credits

Understanding Diversity encourages 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.

RELATIONSHIPS AND EMOTIONS

2 semesters, 2 credits

Relationship & Emotions examines the key elements of healthy relationships. 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.

PRINCIPLES OF FASHION & TEXTILES

1 Semester, 1 Credit

Today's fashions will be created by the individual from fabrics using color analysis combined with appropriate lines, textures, and designs. Selecting vs constructing garments will be compared, keeping a budget in mind. Basic machine and hand-sewing will be reviewed.

FASHION AND TEXTILES CAREER 1

2 semesters, 2 credits

Fashion and Textiles Careers prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. Major topics include: review of the dimensions of clothing, investigation of design elements and principles, evaluating manufacturing process, reviewing the processes from fiber production to items of clothing being worn, overall review of the textile and apparel industry, investigation of fashion designers, customer relations and best practices, fashion merchandising, forecasting trends, impact of social media on the fashion industry, and career exploration and experience. A project based approach with commercial/industry applications is a key component of this course of study.

FASHION AND TEXTILES CAREER 2

2 semesters, 2 credits

Fashion and Textiles Careers II prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students to enter into higher education programs of study related to the entire spectrum of the career clusters that encompass careers in fashion, apparel, and other textiles management, production, and services. Major topics include: fashion design, application of design elements and principles, the business of fashion designers, evaluating manufacturing processes, reviewing distribution processes in the fashion industry, garment costs and business math, reviewing the processes from fiber production to items of clothing being worn, overall review of the textile and apparel industry, fashion promotion, dynamics of fashion demand, writing fashion copy, investigation of fashion designers, customer relations and best practices, fashion merchandising, operational costs, forecasting trends, use of technology in the fashion industry, and career exploration and experience. A

project-- based approach with commercial/industry applications is a key component of this course of study.

HUMAN DEVELOPMENT AND WELLNESS HS6241

1 semester, 1 credit

This is a study of the family - its history, traditions, and changing status in our society. Exploration of each stage of the life cycle, development of good communication and problem solving skills, along with the commitment to a life-long relationship are examined. The development of family traditions, changing roles for men and women, guest speakers, domestic violence, parenting, blended families, divorce, and aging parents are all important topics that are covered.

INTERPERSONAL RELATIONSHIPS HS6161

1 semester, 1 credit

Interpersonal Relationships is a course that is especially relevant for students interested in careers that involve interacting with people. This course addresses the knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include self image, communication skills, leadership, teamwork, collaboration, conflict prevention, resolution, and management; building and maintaining relationships within families, friends, and dating partners; and individual needs and characteristics and their impacts on relationships. 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.

ADULT ROLES AND RESPONSIBILITIES HS6251

1 semester, 1 credit

In this course students will learn the various skills and responsibilities of being an adult. Students will learn through activities that help increase their self-awareness, values, goals and decision-making strategies. Figure out what basic consumer, money management, and financial strategies look like for adults in comparison to their current lives. Identify effective communication in interpersonal relationships, whether it be in friendship, dating, marriage, family life, work life and/or community. As well as identify behaviors that strengthen these relationships. Some things students should expect to do in this class are: plan their life after high school, discuss what happens when crises happen, create a budget suitable for the life they want, and explore adulthood through a safe controlled environment of the classroom.

TEENAGE PARENT PROGRAM (TAPP)

HUMAN DEVELOPMENT AND FAMILY WELLNESS *Both 1st & 2nd Semesters*

This course covers human reproduction, prenatal care, fetal development, nutrition, labor and delivery, postnatal health concerns, family planning and choices.

ADULT ROLES AND RESPONSIBILITIES 1 *1st Semester-may be listed as Interpersonal Relationships*

This course centers on the discovery of oneself physically and emotionally through the study of value clarification, self-concept, and communication skills, positive decision making and behavior, and personal and family relationships.

ADULT ROLES AND RESPONSIBILITIES 2 *2nd Semester*

This course emphasizes the concerns of the young parent during and after high school (finding a job, childcare, living independently, college, vocational training, etc.).

CHILD DEVELOPMENT AND PARENTING 1 *Both 1st & 2nd Semesters*

Focus is on the study of physical, intellectual and emotional development from birth through age two. Emphasis throughout this course is on positive parenting skills, appropriate discipline practices, and infant/toddler daily care.

INDEPENDENT STUDY *Both 1st & 2nd Semesters*

A semester course is available to self-motivated students who have completed all levels of the TAPP courses. A plan of study will be developed cooperatively by the teacher and students.

STUDENT ASSISTANT *Both 1st & 2nd Semesters*

With the Director's approval, a student assistant position is available to self-motivated students who have completed all levels of the TAPP courses during the first three periods of the day.

ENGINEERING & TECHNOLOGY

PROJECT LEAD THE WAY (PLTW) ENGINEERING**PLTW: INTRODUCTION TO ENGINEERING DESIGN (IED)** **HS6451 / 6455**

2 Semesters, 2 Credits

Prerequisites: Algebra 1

IED is a two semester course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using a solid modeling computer design software.

PLTW: PRINCIPLES OF ENGINEERING (POE) **HS6456 / 6457**

2 Semesters, 2 Credits

Prerequisites: Introduction to Engineering Design (IED)

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..

PLTW: DIGITAL ELECTRONICS

2 Semesters, 2 Credits

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

PLTW: ENGINEERING DESIGN AND DEVELOPMENT (CAPSTONE) HS 6461 / 6462

2 semester, full year course

Prerequisites: IED, POE, and CSE (concurrently)

In this capstone course, teams of students spend the year solving problems of their own choosing. The teams apply principles developed in the three preceding PLTW core courses. They brainstorm possibilities, research currents patents and regulations, construct a working model, test the model in real life situations (or simulation), document their designs, and present and defend the design to a panel of experts.

AP COMPUTER SCIENCE PRINCIPLES HS6465 / 6466

2 Semesters, 2 Credits

Prerequisite: Algebra I

This course is designed to be equivalent to a first semester introductory college computing course. Students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them.

MUSIC

ADVANCED CONCERT BAND

1 Semester, 1 Credit

Core 40 and AHD course

May be taken for successive semesters

Prerequisites: Audition

Advanced Concert Band provides students with a balanced comprehensive study of music through the concert band which develops skills in the psychomotor, cognitive, and affective domains, Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Time outside of the school day may be scheduled for dress rehearsals and performances. Public performances 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.

The fall semester is made up of marching band. All band students are required to successfully complete one year (Freshmen year) in marching band. Once this requirement is met, marching band participation is an option to the students.

JAZZ ENSEMBLE

1 Semester, 1 Credit

Core 40 and AHD course

Course may be taken for successive semesters

Prerequisite: Instructor approval, also simultaneously enrolled in another band or orchestra class.

Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through (1) improvisation, (2) composition, (3) arranging, (4) performing, (5) listening, and (6) analyzing. A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. In addition, public performances serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director. The only exception to this requirement is for guitar or piano players who have not been enrolled in band or orchestra classes previously.

INTERMEDIATE ORCHESTRA

1 Semester, 1 Credit

Core 40 and AHD course

Course may be taken for successive semesters

Students taking this course are provided with a balanced comprehensive study of music through the string orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: 1)tone production, 2)technical skills, 3)intonation, 4)music reading skills, 5)listening skills, 6)analyzing music, and 7)studying historically significant styles of literature. 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 must participate in performance opportunities outside of the school day that support and extend learning in the classroom.

ADVANCED ORCHESTRA

1 Semester, 1 Credit

Core 40 and AHD course

Course may be taken for successive semesters

Prerequisites: Audition

Students taking this course are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study other subject areas. Ensemble and solo activities are designed to develop elements of musicianship. Evaluation of music and music performances is included.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Time outside of the school day may be scheduled for dress rehearsals and performances. Public performances serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend learning in the classroom.

BEGINNING CHORUS: Male & Female)

2 Semesters, 2 Credits

Core 40 and AHD course

Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

INTERMEDIATE CHORUS

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Beginning Chorus and Instructor Approval

Intermediate Chorus provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities create the

development of quality repertoire in the diverse styles of choral literature that is appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Choral repertoire should be developmentally appropriate. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique.

ADVANCED CHORUS

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Beginning Chorus and Instructor Approval

Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of (1) male chorus, (2) female chorus, (3) mixed chorus or any combination thereof. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

The choral repertoire must be of the highest caliber. Mastery of basic choral technique must be evident. Areas of refinement include a cappella singing, sight-reading, and critical listening skills.

CHORAL CHAMBER ENSEMBLE

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Beginning Chorus and Instructor Approval

Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals

during and outside of the school day. A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals.

Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.

PIANO AND ELECTRONIC KEYBOARD

1 Semester, 1 Credit

Core 40 and AHD course

This course may be taken for successive semesters

Students taking this course are offered one-on-one piano/keyboard lessons in order to develop general musicianship and musical proficiency. Instruction is designed so that students integrate, examine, define, extend, and refine musical study among and with other subject areas. Students (1) perform with proper posture, hand position, fingering, rhythm and articulation; (2) compose and improvise melodic and harmonic excerpts, (3) create and perform simple accompaniments, (4) listen to, analyze, sight-read, and study the literature performed, (5) study the elements of music as exemplified in a variety of styles and (6) make interpretive decisions. Written assessments and class recitals measure and enforce musical progress.

MUSIC THEORY AND COMPOSITION

1 Semester, 1 Credit

Grade Level: 9-12

Core 40 and AHD course

Students taking this course develop skills in the Common Practice analysis of music, musical notation, and compositional/theoretical concepts. Students develop ear-training, sight-singing, and melodic/harmonic dictation skills in order to supplement and enhance written concepts. Students study a wide survey of musical styles and forms spanning the 1600's-present day and utilize traditional and non-traditional music notation and sound sources as tools for composing and evaluating simple and advanced musical concepts alike.

MUSIC THEORY AND COMPOSITION, ADVANCED PLACEMENT

2 Semesters, 2 Credits

Core 40 and AHD course

Students taking this course further develop skills in the analysis of music and theoretical concepts. Students: (1) develop advanced ear training and dictation skills, (2) compose works and harmonizations which illustrate mastered concepts (including four-voice harmony, realization of figured bass and Roman numeral progressions), (3) understand harmonic structures and analysis of forms (binary, ternary, etc.), (4) understand modes and scales, (5) study a wide variety of musical styles, both through score analysis and aural identification, (6) study traditional and non-traditional music notation and sound sources as tools for musical composition, (7) receive detailed instruction in the building of aural skills, (8) develop sight-singing skills. These content items, among others, are those which have been established by the College Board, as this course is intended for students who want to take the AP Music Theory examination.

MUSIC HISTORY & APPRECIATION

1 Semester, 1 Credit

Grade level: 9-12

Core 40 and AHD course

Students taking this course receive instruction designed to explore music and major musical style periods through understanding music in relation to both Western and Non-Western history and culture. Activities include but are not limited to: 1)listening to, analyzing, and describing music; 2)evaluating music and music performances; and 3)understanding relationships between music and the other arts, as well as disciplines outside of the arts.

RHYTHM AND DANCE (DRILL TEAM)

1 Semester, 1 Credit

Grade level: 9-12

Prerequisite: Auditions are required.

A precision dance and drill team that performs with the marching band at all home football and basketball games and state contest. Additional performances may include parades, concerts, and community activities

Health & Physical Education

HEALTH & WELLNESS EDUCATION HS9041

1 Semester, 1 Credit

Core 40 and AHD course

This course offers students an opportunity to develop knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life.

PHYSICAL EDUCATION I HS9133

1 Semester, 1 Credit

Core 40 and AHD course

The emphasis is on health-related fitness and developing the skills and habits necessary for a lifetime of activity. Ongoing assessment includes both written and performance-based skill evaluations. Classes are coeducational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender.

PHYSICAL EDUCATION II HS9233

1 Semester, 1 Credit

Core 40 and AHD course

Prerequisite: Physical Education I

Secondary Physical Education II emphasizes a personal commitment to lifetime activity and fitness. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and to increase their knowledge of fitness concepts. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers. Classes are coeducational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender.

Adapted physical education must be offered, as needed, in the least restricted environment and must be based on individual assessment

DANCE PERFORMANCE: BALLET, MODERN, JAZZ, OR ETHNIC FOLK HS9291

1 Semester, 1 Credit

This course is an introduction to dance. Areas covered include creative movement, ballet, jazz, tap, and modern dance. Opportunities for group choreography, social dance and performance.

Sports Officiating: ELECTIVE PE 1 HS9241/9242

1 Semester 1 Credit

Prerequisite: Physical Education I & II

Sports Officiating Education can provide immediate employability and leadership skills for their students, while also helping communities and schools alleviate the sports officiating shortage.

TEAM SPORTS: ELECTIVE PE 2 HS9251 / 9252

1 Semesters 1 Credit Can take for successive credits

Prerequisite: Physical Education I & II

This course deals with team sports. It is designed to develop advanced skills, techniques, and strategies in some of the following sports: basketball, football, softball, volleyball, and team handball.

WEIGHT TRAINING: ELECTIVE PE 5 HS9273 / 9274

1 Semester, 1 Credit Can take for successive credits

Prerequisite: Physical Education I & II

This course is an introduction to physical development through weight training. Students are introduced to spotting, lifting techniques, and muscular physiology. Cardiovascular, muscular strength, muscle tone, and total body fitness are the points of focus

LIFEGUARD CERTIFICATION: ELECTIVE PE 4 HS9271

1 Semester, 1 Credit

Prerequisite: Approval from PE teacher, ability to swim 300 yards, must be 16 years or older

Lifeguarding is an aquatics course designed to prepare the student to qualify for the American Red Cross LifeGuard Certificate. The student will also be able to qualify for certifications in Automated External Defibrillation (AED), Disease Transmission, CPR for the Professional Rescuer, Oxygen Administration, and First Aid.

WORLD LANGUAGES

FRENCH I HS1111 / 1122

2 Semesters, 2 Credits
Core 40 and AHD course

French I introduces students to the geography and culture of the Francophone world and its influence on our culture. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the culture. Students are introduced to the pronunciation and intonation patterns, basic grammatical structures and vocabulary of French. Students learn important concepts in how to study and learn a world language, as well as the many reasons for learning languages.

FRENCH II HS1131 / 1142

2 Semesters, 2 Credits
Core 40 and AHD course

French II reviews and reinforces the skills learned in French I. Students continue to expand skills in speaking and listening comprehension. New language patterns are introduced and practiced. Students participate in conversations dealing with daily activities and personal interests. Students become familiar with French culture and its influence upon other cultures.

FRENCH III DC1151 / 1162

2 Semesters, 2 Credits (Fulfills requirements for FREN 101/102 - Ivy Tech 8 credits)
Core 40 and AHD course

French III continues to develop the four language skills with emphasis on composition and conversation. New language patterns are introduced along with reinforcement of previously learned structures. Students become familiar with selected readings from French literature. Students understand and appreciate the French culture and demonstrate a willingness to converse in French.

FRENCH IV DC1171 / 1182

2 Semesters, 2 Credits (Fulfills requirements for FREN 201/202 - Ivy Tech 6 credits)
Core 40 and AHD course

French IV continues to build the four language skills, with particular emphasis placed upon reading and

writing. Students become more familiar with language patterns, both written and oral. Longer selections of French literature help refine reading skills. Culture continues to be an integral part of the course. French is the language of communication. A high level of self-motivation and individual responsibility is needed to complete special projects.

GERMAN I HS1211 / 1222

2 Semesters, 2 Credits
Core 40 and AHD course

German I provides students with reasons for learning languages and acquaints the students with the German language and culture. Students are introduced to the pronunciation and intonation patterns, the basic grammatical structures and vocabulary of German. Students begin to develop elementary listening, speaking, reading and writing skills. Students learn important concepts in how to study and learn a world language, as well as the many reasons for learning languages.

GERMAN II HS1231 / 1242

2 Semesters, 2 Credits
Core 40 and AHD course

German II offers students a review of German I, but concentrates on the mastery of language patterns and the further development of listening, speaking, reading and writing skills. Students participate in conversations dealing with daily activities and personal interests. Students become familiar with other German speaking cultures.

GERMAN III HS1251 / 1262

2 Semesters, 2 Credits
Core 40 and AHD course

German III provides students the opportunity to expand their knowledge of the four language skills. Students are expected to express ideas in German, both written and oral. Various activities stress and expand listening comprehension. Students demonstrate a willingness to converse in German. The text is supplemented with a variety of reading materials which gives students further insight into the literature, history, arts and culture of the German-speaking world.

JAPANESE I HS1511 / 1522

2 Semesters, 2 Credits
Core 40 and AHD course

Japanese I introduces students to the pronunciation and intonation patterns, the basic grammatical structures and vocabulary of the language. Beginning students develop elementary listening, speaking, reading and writing skills. Two of the three writing systems used in the Japanese language are mastered during the first year. The focus of cultural learning is appropriate language used in various social contexts. Students learn important concepts in how to study and learn a world language, as well as the many reasons for learning languages.

JAPANESE II HS1531 / 1542

2 Semesters, 2 Credits
Core 40 and AHD course

Japanese II offers students a systematic review of Japanese I. The course concentrates on the mastery of language patterns, the development of listening comprehension and speaking skills, as well as the expansion of vocabulary. Reading and writing skills are enhanced by the introduction of Chinese characters (Kanji), the third aspect of the Japanese writing system. Study of the Japanese culture is an integral part of the course.

JAPANESE III DC1551 / 1562

2 Semesters, 2 Credits (Fulfills requirements for JAPA 101/102 - Ball State 8 credits)
Core 40 and AHD course

Japanese III offers students a systematic review of Japanese II while reinforcing previously learned structures. Emphasis is placed on communication skills. Students continue to study “respect language” as it pertains to one’s position in society. Students learn additional Kanji characters. Cultural appreciation is also an integral part of the course.

JAPANESE I DC1571 / 1582

2 Semesters, 2 Credits (Fulfills requirements for JAPA 201/202 - Ball State 6 credits)
Core 40 and AHD course

Japanese IV offers students a systematic review of Japanese III, while reinforcing previously learned structures & inflectional forms. The study of new grammatical structures & vocabulary is integrated into the study of “respect language.” Students study honorific & humble verb construction as it pertains to “respect language.” Additionally, students are introduced to male & female speech patterns as they are used in informal conversation. Students continue to develop their listening comprehension & speaking skills. Japanese is the language of communication. Students learn additional Kanji & Kanji-compounds in order to expand their reading & writing skills.

SPANISH I HS1411 / 1422

2 Semesters, 2 Credits
Core 40 and AHD course

Spanish I introduces students to the basic skills of language learning which are listening, speaking, reading and writing. Students learn important concepts in how to study and learn a world language, as well as the many reasons for learning world languages. A strong emphasis is placed on pronunciation patterns, basic vocabulary and phrases, and simple grammatical structures. A study of the Spanish-speaking world and its influences on our culture is a part of the course.

SPANISH II HS1431 / 1442

2 Semesters, 2 Credits
Core 40 and AHD course

Spanish II builds on the material learned in Spanish I. The course concentrates on increasing listening and reading comprehension, speaking skills and further developing an understanding of language patterns. Students demonstrate a willingness to participate in Spanish related extra-curricular activities. Students converse about daily activities and personal interests. Students continue the study of the Spanish-speaking world and its culture.

SPANISH III DC1451 / 1462

2 Semesters, 2 Credits (Fulfills requirements for SPAN 101/102 - Ivy Tech, 8 credits)
Core 40 and AHD course

Spanish III expands the students' knowledge of language skills with special emphasis on expressing ideas, both written and oral in Spanish. Students are expected to increase listening comprehension by actively listening to the teacher, classmates and audio materials. Reading materials will consist of short stories and articles. Hispanic culture is integrated into this course. Students demonstrate a willingness to converse in Spanish. A high level of self-motivation and individual responsibility is needed to complete special projects.

SPANISH IV DC1471 / 1482

2 Semesters, 2 Credits (Fulfills requirements for SPAN 201/202 - Ivy Tech, 6 credits)
Core 40 and AHD course

Spanish IV expands the language study with new vocabulary, grammar, and cultural experiences. Students refine their reading, writing, listening and speaking skills. Longer length readings are utilized, oral communication is emphasized, and students write compositions. Spanish is the language of communication. A high level of self-motivation and individual responsibility is needed to complete special projects.

LANGUAGE FOR HERITAGE SPEAKERS I HS1413 / 1424

2 Semesters, 2 Credits
Core 40 and AHD course

Language for Heritage Speakers is designed for Spanish-speaking students who want to maintain & improve their ability to read & write in standard Spanish, which is required in universities & the business world. It is not a course for English-speaking students who want to learn Spanish, nor is it an ESL (English as a Second Language) course.

This course will emphasize learning how to write & spell correctly & improve reading skills. It will also include vocabulary study. We recognize that the students will be entering this course with various abilities, according to the level of education that they have had in Spanish. Therefore, there will be a lot of individual and group work. The student who chooses this course must indicate that they possess the self-discipline necessary for working independently.

LANGUAGE FOR HERITAGE SPEAKERS II HS1415 / 1426

2 Semesters, 2 Credits
Core 40 and AHD course

Language for Heritage Speakers II is designed for Spanish-speaking students who want to maintain & improve their ability to read & write in standard Spanish, which is required in universities & the business world. It is not a course for English-speaking students who want to learn Spanish, nor is it an ESL (English as a Second Language) course.

This course will emphasize learning how to write & spell correctly & improve reading skills. It will also include vocabulary study. We recognize that the students will be entering this course with various abilities, according to the level of education that they have had in Spanish. Therefore, there will be a lot of individual and group work. The student who chooses this course must indicate that they possess the self-discipline necessary for working independently.

AMERICAN SIGN LANGUAGE I HS1611 / 1622

2 Semesters, 2 Credits
Core 40 and AHD course

American Sign Language I is a course that introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notional approach, and discusses cultural features of the deaf community. Emphasis is placed on the development of receptive and expressive language skills. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogue; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing. Students also learn to recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole.

AMERICAN SIGN LANGUAGE II HS1631 / 1642

2 Semesters, 2 Credits
Core 40 and AHD course
Prerequisite: Passing grades in ASL I

American Sign Language II is a course that continues the focus on frequently used signs through a functional notional approach and the discussion of the cultural features of the deaf community. Emphasis is placed on further development of receptive and expressive communication skills in American Sign Language (ASL). Through this course, students are given the opportunity to watch and understand short stories, dialogues and poetry in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL by interacting with ASL users within the deaf community; begin to use classifiers appropriately; continue the mastery of the current GLOSSING system used in texts to write ASL; and begin to write in GLOSS their own simple dialogues, poetry and translations. Students will also learn to examine some of the political issues associated with the deaf community, and will further develop an understanding of the relationship between languages and cultures as a whole.

AMERICAN SIGN LANGUAGE III (ASL III) HS1651 / 1662

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Passing grades in ASL I and II

American Sign Language III is a course that continues to focus on the students' non-verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts. This course provides opportunities for students to learn to express themselves in advanced situations, using more sophisticated vocabulary and structure; apply advanced grammatical features, such as descriptors, classifier use and various numbering systems; and develop the ability to discuss topics related to historical and contemporary events and issues within the deaf and hard of hearing community. Students will also build on narrative skills and learn to relay information they've read or heard through explanation of more complex ideas. This course further emphasizes the development of spontaneous language responsive behaviors through activities designed for this purpose.

SPECIAL EDUCATION

APPLIED ENGLISH 9

2 Semesters, 2 units

Skill development in oral and written communications. Basic reading skills, comprehension skills, grammar, study skills, and spelling will be stressed. Novels and short stories will be read. A resume will be developed. **An applied skills portfolio will be started.**

APPLIED ENGLISH 10

2 Semesters, 2 units

Essential reading, writing and spelling skills will be stressed. This class will be a continuation of proper grammar usage and comprehension skills. Novels and short stories will be read. Telephone book and reading different forms will also be taught.

APPLIED ENGLISH 11

2 Semesters, 2 units

Essential reading, writing and spelling skills will be stressed. Creative writing, filling out forms and applications, grammar, and using a dictionary will be some of the units covered. Novels and short stories will be read.

APPLIED ENGLISH 12

2 Semesters, 2 units

Essential reading, writing and spelling skills will be stressed. Letter writing, report writing, grammar in the workplace will be units covered. Novels and short stories will be read.

An applied skills portfolio will be completed.

APPLIED ALGEBRA 1

2 Semesters, 2 units

This course provides students opportunities to develop basic mathematics skills, while dealing with math as it relates to the real world. Topics include, but are not limited to, whole number operations, decimals, measuring, and money management.

APPLIED GEOMETRY

2 Semesters, 2 units

This course provides students with continued exposure to whole number operations, and an introduction to integers, decimals, graphing, and equations, while reinforcing basic operations and mathematical skills related to daily living skills.

APPLIED GEOGRAPHY AND HISTORY OF THE WORLD

2 Semesters, 2 units

The course focuses on an understanding of the different countries of the world. Special emphasis is placed on history, tradition, customs, and physical geography. Additional focus is given to local, state, and national geography and practical uses for map skills.

APPLIED UNITED STATES HISTORY

2 Semesters, 2 units

Students will study the important events, people and beliefs in United States History as well as related Elkhart and Indiana History. The contributions of local history are stressed.

APPLIED UNITED STATES GOVERNMENT

1 Semester, 1 units

Focuses on the development of responsible citizens through the understanding of the social, political, and economic operations of the United States government. Special emphasis is placed on state and local government operations and services, and on current events.

PREVOCATIONAL INFORMATION 1W, 2W

2 Semesters, 2 units

Designed as a first step toward a vocational co-op program as determined by the student's IEP Transition Plan. Course covers pre-employment skills, with an emphasis on application skills, resume writing skills, vocational assessments and career research.

VOCATIONAL INFORMATION 1W, 2W

2 Semesters, 2 units

Course is required to be taken in conjunction with the WOCT on-the-job experience as determined by the student's IEP Transition Plan. This course covers problem solving on the job, the economics of a business, paycheck management, auto financing, apartment rentals, and other life skills related to employment.

VOCATIONAL INFORMATION 3W, 4W

2 Semesters, 2 units

Course is required to be taken in conjunction with the WOCT on-the-job experience as determined by the student's IEP Transition Plan. This course covers quality control, employee units, employee benefits, industrial management expectations, budgeting, job attitudes and life management skills.

APPLIED CAREER EXPLORATION INTERNSHIP

Work Orientation Cooperative Training

2 Semesters, 2 units

Course is only offered to students who are also enrolled in Vocational Information courses their junior and senior years, and whose participation is determined by the student's IEP Transition Plan. Students may work in a business part-time for skill development, problem solving on the job, work experience, and developing competitive job skills for employment after graduation. It is closely supervised and monitored by the WOCT Coordinator. Students may work from 15 to 25 hours per week, earning salaries as well as school credits, or they may participate in volunteer worksite experiences.

APPLIED BASIC SKILLS DEVELOPMENT

2 Semesters, 2 units

Basic Skills development provides students opportunities to develop or practice skills in reading, writing, listening, speaking, note taking, studying, and organizational skills. First semester Basic Skills curriculum is based on the text, *The 7 Habits of Highly Effective Teens*. Second semester Basic Skills curriculum is based on the text, *The 6 Most Important Decisions You'll Ever Have to Make*. Both semesters emphasize goal setting and decision making that will positively influence the future.