

INDIAN CREEK HIGH SCHOOL  
STUDENT SERVICES CENTER

2022-2023

Indian Creek Academic

&

Career Planning Guide



## POLICY NOTIFICATION STATEMENT

It is the policy of Indian Creek High School not to discriminate on the basis of race, color, religion, sex, national origin, age, limited English proficiency, or handicap, in its programs or employment policies as required by the Indiana Civil Rights Act (I.C. 22-9.1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973). This guide gives details about academic planning for all students who plan to graduate from Indian Creek High School.

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## INDIAN CREEK HIGH SCHOOL STUDENT SERVICES CENTER

Indian Creek Academic / Career Planning Guide

**2022-2023**

### SCHOOL STUDENT SERVICES PROGRAM

The Indian Creek School Student Services Program is an integral part of the total educational enterprise, addressing the needs of ***all*** students. The program is developmental by design, comprehensive in scope, and systematic in its implementation. ***All*** students benefit from participation in school counseling activities, which are designed to maximize each student's academic, career, and social-personal development, enabling the student to more fully reach their educational potential. The Indian Creek Student Services Program is comprised of five major components: 1) Individual academic and career guidance, 2) guidance curriculum in the classrooms, 3) teacher-advisor program, 4) individual and group counseling, and 5) program research and development.

### SCHEDULING

#### SCHEDULING

During the winter, each high school student will participate in small group meetings, conducted by the high school counselors to discuss scheduling for the coming school year. The students will be given access to the Indian Creek Academic / Career Planning Guide, and a detailed description of the course selection system. After the student submits his/her requests, parents will be given a short window of time to view and approve the student's requests. Students and parents/guardians may schedule an appointment with their student's counselor to discuss academic planning. Any changes that need to be made to the student's schedule must be completed by ***May 1, 2022***. The Master Schedule is built upon these course requests for both first and second semester classes. Therefore, no changes will be made to students' schedules for either fall or spring semester after May 1, 2022.

#### SCHEDULE CHANGES

Students are expected to give careful consideration to course selections. **ONCE A STUDENT HAS SUBMITTED HIS/HER COURSE REQUESTS, SCHEDULE CHANGES WILL BE MADE FOR THE FOLLOWING REASONS ONLY:** 1) computer error, 2) course cancellation, 3) course conflict, 4) failure to meet a prerequisite 5) to remedy improper placement as determined by the administration, teachers, counselors and 6) administrative reasons. Alternate electives will be used in the event of a schedule conflict. **Please select alternate electives carefully.** No schedule changes may be requested after May 1, 2022.

## **MINIMUM CREDIT LOAD**

Students are required in the state of Indiana to have a full schedule. A full schedule consists of 7 periods.

## **INTRA-DEPARTMENT COURSE CHANGE**

Students who have been misplaced in a class may receive permission to change to a comparable class within the same department. For example, students who are struggling in Geometry Honors may request to transfer to a regular Geometry class. In requesting, the student must show that he or she is putting forth 100% effort. This may be demonstrated through completion of all homework assignments, participation in class, involvement with tutoring, and requests for extra help during IRP or other opportune times during the school day. The student should speak with his/her teacher to initiate this process.

## **EIGHTH GRADE ORIENTATION TO HIGH SCHOOL**

Eighth graders are introduced to the high school through three programs. 1) ICHS counselors meet with eighth grade parents for an 8<sup>th</sup> Grade Parent Night. 2) ICHS counselors meet with classroom groups of 8th graders during the spring semester to introduce the high school curriculum and explain the scheduling process. 3) ICHS counselors meet with small groups of students to discuss academic plans and complete their course requests. The course request sheet is to be taken home and discussed with parents/guardians. **Parent/guardian signature is required on the course request sheet.** **No changes may be made to the schedule after May 1, 2022.**

## **JOHNSON COUNTY SPECIAL SERVICES (APPLIED COURSE INFORMATION)**

Special services applied classes are provided by N-H-J United School Corporation, Indian Creek High School. Applied classes provide modified instruction for students within the General Education classroom setting and are worth units rather than credits. Students who are on track for a Certificate of Completion may be enrolled in applied courses. Students may be assigned to these classes following a meeting of a Case Conference Committee involving the student, teachers, counselors, parents, and school psychologist. The content of the instruction is in the area of the student's academic deficiency as decided by the Case Conference Committee. Typically, this instruction is in the area of English, mathematics, or other coursework required for graduation. Students or parents may request an evaluation for enrollment in Special Services classes by contacting the Student Services Center.

## **SEVEN SEMESTER GRADUATION**

During scheduling for the senior year, juniors interested in graduating after seven semesters fill out a *Seven Semester Graduation Application*. Students must be receiving a Core 40 Diploma or higher and must be on track to complete Graduation Pathways. Students who are approved to graduate after seven semesters, must complete English 12 2<sup>nd</sup> semester during the summer, at the student's cost. Seven semester graduates will graduate in December of their senior year,

but will not receive their diploma until the end of the regular school year. A letter stating that the student has completed graduation requirements will be issued upon the student's request. Students who graduate at the seventh semester may not partake in any school activities except the senior awards program, prom, and graduation exercises. If seven semester graduates plan to attend college upon completion of their seventh high school semester, they should attend financial aid night during their junior year and file a FAFSA.

## **SIX SEMESTER GRADUATION**

Students who plan to graduate after six high school semesters fill out a *Six Semester Graduation Application* during the scheduling process for their junior year(application will be filled out sophomore year). **Students must be receiving an honors diploma either academic or technical, be on track for a graduation pathway, and be approved by the NHJ School Board.** Students who are approved are required to take English 11 during the summer (at the student's cost) and English 12 during the school year. Students should attend all senior activities and events, including Financial Aid Nights.

## **SCHOOL DAY SCHEDULING**

Students at Indian Creek High School will carry a full schedule of classes every semester they attend. Early release of students will only be considered in cases of severe financial need where the student must contribute to the household income.

## **WITHDRAWAL PROCEDURES**

Students who withdraw from Indian Creek High School must notify Student Services of when their last day will be and turn in a Chromebook and charger prior to leaving. Before being removed from ICHS, a request for records must be received from the student's new school. Students who are not intending to enroll at another school must have an *Exit Interview* with the principal or the assistant principal. Students who are not 18 must show financial need, and receive parental permission to withdraw. If a withdrawal is not approved by administration, the student must continue his/her program of studies.

## **CLASS DESIGNATION**

Class designation at Indian Creek High School is determined by the number of years the student has been in high school. Thus, a first year student is a freshman and a fourth year student is a senior. Students who attend high school for more than four years will be designated as fifth-year seniors, etc. While a certain number of credits are not required for class designation, most students will have earned a minimum of 12 credits following their freshman year, 24 credits following their sophomore year, and 36 credits following their junior year.

## **GRADE REPORTING**

### **GRADING SYSTEM**

The following grading system will be used: A+ (100) A (99-93) A- (92-90) B+ (89-87) B (86-83) B- (82-80) C+ (79-77) C (76-73) C- (72-70) D+ (69-67) D (66-63) D- (62-60)

### **SEMESTER GRADES**

The semester grade is the average of the two marking periods and the semester exam, if applicable. Each marking period will count as 40% of the average while the exam will count as 20% of the average. If the exam is exempt, each marking period will count as 50%. Teachers may choose to average percentages or letter grades when determining averages.

### **INCOMPLETES**

All classwork is expected to be completed by the end of each grading period. Incompletes are only to be awarded for legitimate circumstances such as illness and will not be granted for a lack of student planning. Students who are absent on semester exam day are expected to make up the exam during the next available school day. All course work for approved incompletes must be turned in to the appropriate teacher(s) within 10 school days after the end of the marking period. Students may receive an **F** for any work that is not made up during the time period designated by the individual teacher. Report card incompletes may be changed to F's if the student does not turn in make-up work within the 10-day time limit.

### **EXTENSIVE ABSENCES AND HOMEWORK**

If a student is absent the school will gather the student's homework assignments from the teachers if a call is made to the Attendance Office before 9 A.M. on the day the assignments are to be picked up. A parent or student designated by the parent may pick up the work at the end of the school day.

### **REPORT CARDS**

Indian Creek High School operates on four nine-weeks grading periods. Report cards will be available on Infinite Campus following the end of the marking period. Hard Copies of the Report Card may be requested by contacting Student Services at 317-878-2113. Students should address questions concerning grades to the issuing teacher. If an error has been made, the teacher will then report the error to the Student Services Center.

### **ROUND TABLE MEETINGS / BUILDING BASED SUPPORT TEAMS**

When a student, parent, teacher, or counselor has a concern about a student's progress in one or more classes, he or she may request a Round Table Meeting (BBST). The Building Based Support Team includes as many of the following persons as appropriate: parents, student, teachers, counselor, and/or administrators. The meetings are held with a positive focus that is

designed to be supportive of the student and his or her family. The purpose of the Round Table Meeting (BBST) is to discuss concerns, focus on the student's goals, identify problems, discuss possible solutions, and develop a plan of action (interventions), which are to be implemented within a certain time period. A reconvened Building Based Support Team may review the success of the interventions. If interventions are not successful, the Building Based Support Team may request special services testing and/or refer for S-504 (1973 Rehabilitation Act) review.

## **HIGH SCHOOL CREDIT**

Each high school course receives one credit per semester with the following exceptions:

- Supervised Agriculture Experience    1 credit/summer
- Central Nine Courses                    3-4 per semester
- Special Services Resource                0 credits
- Career Exploration Internship          2 credits per semester
- Work Based Learning                    2 credits per semester
- Education Professions                    2 credits per semester
- Early Childhood Education               2 credits per semester

More than seven (7) days of absence from any class during a single semester may result in a loss of credit for the semester. Special circumstances will be taken into consideration by the school administration. Students who lose credit in a class due to absences and who remain in the class will receive a grade of NC.

## **WITHDRAW / FAIL**

A grade of WF (Withdraw/Fail) may be given for two reasons: 1) when the student is removed from a class for disciplinary reasons, and 2) when a student withdraws from a class after the first 10 school days of the semester. A Withdraw/Fail appears on the report card and permanent records. A WF for the semester is included in the student's grade point average and class rank as an F. Students who drop a course after the first 10 school days, will be responsible for paying the fees for both the dropped and added course(s).

## **TRANSFER CREDITS**

Students may take high school courses, at their own expense, through accredited high school programs and transfer those credits to Indian Creek High School. Courses can be taken online through Indiana Online, Edgenuity, ICAP or another accredited institution. It is the responsibility of the student to request the issuing school to send an official transcript of the grades and credits earned to Indian Creek. Students may transfer no more than two credits per semester. All transfer credits must be received by the Indian Creek Student Services Center prior to May 1st of the student's graduation year. Seven Semester Graduates must transfer all credits to Indian Creek prior to the conclusion of the first semester of the student's graduation year. Students may NOT take outside credits to avoid taking a required course at Indian Creek High School.



## NEW STUDENT/TRANSFER CREDITS

New students to ICHS will have all of their accredited credits transferred to ICHS in accordance with state guidelines. Homeschooled students will go through a review process and ICHS will transfer as many credits as possible. The review process will include (but is not limited to) a review of the courses, curriculum, and testing results. ICHS final exams may be administered in order to transfer non-accredited or homeschool credits. Weighted courses will only be transferred as weighted if the course is weighted at ICHS. In addition, if a course from the previous school is not weighted, but the course at ICHS is weighted, the course will transfer in as a weighted course.

## CREDITS EARNED IN EIGHTH GRADE

Indian Creek Middle School students are currently able to take Algebra I for high school credit during the eighth grade year. **These credits will not count toward the six math credits required for graduation with CORE 40 and the CORE 40 with Technical Honors Diploma.** These credits will, however, count towards the eight math credits required for the Indiana Academic Honors Diploma. For Core 40 with Technical Honors Diploma and Core 40 with Academic Honors Diploma, students must take three years of math in the high school setting. The student must earn a semester grade of C- or above for Algebra 1 to count towards the Indiana Academic Honors Diploma.

\*Credits earned for 8th grade Algebra will be used in determining the high school grade point average (GPA) and class rank. These credits will be recorded on the first semester of ninth grade transcript. In order to allow 8th grade students to take their Algebra I credits, they must earn a **grade of B (3.0 GPA)** or better in the course. Credits earned in the 8<sup>th</sup> grade are not recognized as high school credits by the NCAA Eligibility Center.

## AUDIT

Indian Creek students may audit classes as discussed below. Grades for audited classes are recorded on the report card and transcript. However, no credit is given and the grade is not used in calculating the grade point average (GPA) and class rank. A student may only audit up to four (4) semester-long classes over their 4-year course of study at Indian Creek High School.

Repeating a class: Students may opt to repeat a class. After the course has been repeated, the lower of the two grades (A through F) is recorded as an audit, which means that it receives no credit and it does not affect the grade point average calculation. The higher of the two grades is given credit, and is used in determining the class rank and grade point average. Students who wish to audit a class must fill out an Audit Form.

## **INDEPENDENT STUDY**

Independent study is an option available for motivated students. This option is only available under special circumstances. An application process, which allows for a specialized curriculum designed by the teacher, is required. The student and supervising teacher must meet regularly outside of class time and the student must have a class period in his/her schedule for the independent study class. Applications are available in the Student Services Center.

## **IVY TECH DUAL CREDIT**

High School students may take courses for both high school and college credit. We currently offer dual-credits through Ivy Tech. Students must qualify for college credits through their GPA, PSAT, SAT, ACT or Knowledge Assessment scores and complete an online Dual Credit Application form. Students who enroll in Ivy Tech dual credit classes and earn credit in these courses will have a separate transcript showing the course name, grade earned and credit hours established. If enrolling at another college or university, students may present their transcript for evaluation for possible transfer credit. It is the student's responsibility to request their college transcript be sent from Ivy Tech to the college or university they plan on attending. High school students may also take dual credit courses off-campus during the school year and/or summer. Please see your counselor for more details.

## **ADVANCED COLLEGE PROJECT (ACP)**

The Advanced College Project is a national program offered through Indiana University. Students may choose to take courses in English, Pre-Calculus, Biology, and/or Government for Indiana University credit. Students pay tuition directly to Indiana University. The tuition has been at a rate below current on campus tuition fees. (In 2021-2022 the cost was \$25/credit hours.) Students are also responsible for purchasing a text book for these courses. Three hours of credit are possible in English 12 1S ( ACP W131), English 12 2S ( ACP L202), and Government (ACP POLS Y103) . Five credit hours are available in Biology II (ACP BIOL L100) and 3 credits are possible in Pre-Calculus Honors (ACP M125) and 2 credits Trigonometry Honors (ACP M126). Students enrolling in these courses will need to purchase a textbook. Students who enroll in the I.U. ACP program, and earn credit in these courses will have a separate Indiana University transcript showing the course name, grade earned and credit hours established. If enrolling at another college or university, students may present their IU transcript for evaluation for possible transfer credit.

## **INDIAN CREEK LEARNING CENTER**

The mission of the Indian Creek Learning Center is to provide an alternative to the general education setting in order to better meet the diverse needs of our student population. Students may be placed in the Learning Center for a number of reasons and for various lengths of time. The ultimate goal is graduation with a high school diploma. Students who are interested in attending the ICLC should meet with his/her counselor. Students should earn a minimum of 7 credits per semester at the ICLC and must follow the same attendance and discipline

procedures as ICHS students follow. Juniors will attend Central Nine Career Center and seniors will participate in a volunteer/work program.

## **NHJ EMPOWER**

NHJ Empower is an online learning program available to all Indian Creek High School students. Students may elect to take courses online to earn high school credit toward their diploma. Coursework is counted in the same manner as a traditional course. Students should consider online courses through NHJ Empower to advance in their studies and overcome schedule challenges. NHJ Empower courses can be scheduled for any block of the day or as an overload. To enroll in an NHJ Empower course, students must complete an application and attend a mandatory informational meeting.

## **WEC (Work Ethic Certification)**

The Work Ethic Certification is a program that implements the IMPACT skills which are identified as integrity, motivation, professionalism, adaptability, communication, and teamwork. Through WEC, students will gain knowledge and insight on personal and professional communication skills that are vital in students working towards employment later in their future. Along with this certification, employers and colleges around our community are offering students special incentives if they complete WEC. In order to earn the Work Ethic Certification, students must meet specific requirements including demonstration of the IMPACT skills and opt in by signing and turning in the GWEC opt-in form along with parent signature.

Seniors must: maintain a minimum GPA of 2.0, have a 98% attendance rate, maximum of one behavioral referral, and participate in at least 6 hours of community service.

## **GRADE POINT AVERAGE**

Indian Creek's official grade point averages are figured at the end of each marking period. All classes except audited classes are used in figuring the GPA. Pluses and minuses and weighted grades are used in the GPA calculation. GPA's are calculated at the following times:

Honor Roll:                   1st Nine Weeks / 1st Semester / 3rd Nine Weeks / 2nd Semester

Class Rank:                   1st Semester and 2nd Semester

Athletics:                    1st Nine Weeks / 1st Semester / 3rd Nine Weeks / 2nd Semester

## FIGURING GRADE POINT AVERAGES

Add up the "Total Quality Points" for each course the student has taken which is to be included in the GPA you are figuring. Each included letter grade receives the number of Quality Points shown below:

A+	4.3	B	3.0	C-	1.7	F	0.0
A	4.0	B-	2.7	D+	1.3		
A-	3.7	C+	2.3	D	1.0		
B+	3.3	C	2.0	D-	0.7		

If the course is WEIGHTED, add one to the Quality Points. In addition to all AP courses, the following are weighted courses at ICHS:

- English: English 9 Honors, English 10 Honors, English 12 dual credit
- Social Studies: Government dual credit
- Math: Geometry Honors, Algebra II Honors, Finite, PreCalculus/Trig, PreCalculus/Trig Honors
- Science: Honors courses, Chemistry II, Biology II, Physics, Marine Biology, Anatomy & Physiology, Kinesiology
- World Language: Levels III & IV
- Transfer Credits: Approved by the Principal & Dept. Chair

1. Add up the total number of "Credits Attempted," (include failed courses)
2. Divide the Total Quality Points by the Total Number of Credits Attempted. Grade point averages are rounded to the nearest thousandth place.

## CLASS RANK

Class ranks are figured after each semester. Valedictorian and Salutatorian are based on seventh semester class ranks.

## HONOR ROLL

Honor Roll grade point averages are figured as described in the Grade Point Average sections. Honor Rolls are assigned as follows:

A Honor Roll	GPA > or = 4.0
A/B Honor Roll	GPA > or = 3.0

## GRADUATION

### GRADUATION

It is the responsibility of each student to plan with his or her parents and counselor for graduation. **Seeing that all required courses and total credits are in order is the responsibility of each student.**

Note: Counselors conduct periodic graduation checks with students but the ultimate responsibility to meet all graduation requirements, CORE 40, CORE 40 with Technical Honors, and/or Core 40 with Academic Honors diploma requirements lies with the student.

### GRADUATION DATE

Indian Creek High School will graduate students who meet all graduation requirements. Students who graduate at the end of the first semester (seven semester graduates) will receive their diploma during the May/June Commencement Ceremony. Upon request, the seven semester graduates may obtain a letter on school letterhead, which indicates they have fulfilled their graduation requirements prior to the Commencement Ceremony. **Seniors who will not or do not complete the graduation requirements prior to the Commencement Ceremony will not participate in the Commencement Ceremony** but will be allowed to participate in the senior picnic and the senior slideshow.

### GRADUATION REQUIREMENTS

Indiana's CORE 40 curriculum provides the academic foundation all students need to succeed in college and the workforce. The Core 40 diploma is a state required minimum for high school students. In addition to the below information, students are required to pass the following local requirements: Preparing for College and Careers. Students in the class of 2023 on beyond must complete a graduation pathway which includes successfully completing three criteria: Meet the requirements of a diploma, demonstrate employability skills, and show postsecondary readiness. To graduate with less than a CORE 40, the following formal opt-out process must be initiated after the student has completed six semesters of high school:

- The student, the student's parent/guardian, the student's math teacher, an administrator, and the student's counselor (or another staff member who assists students in course selection) meet to discuss the student's progress.
- The student's career and course plan is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the CORE 40 curriculum.
- If the decision is made to opt-out of CORE 40, the student is required to complete the course and credit requirements for the Indian Creek General Diploma and the career/academic sequence the student will pursue will be determined.

## INDIAN CREEK COURSE OF STUDY

The Indian Creek High School course of study provides students with a broad awareness of and engagement with individual career interests and associated career options, a strong foundation of academic and technical skills, and demonstrable employability skills that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment. Aware that each student brings a variety of learning styles to the classroom, teachers use a variety of teaching methods aimed at addressing all learning styles.

### GRADUATION PATHWAY REQUIREMENTS

Beginning with the class of 2025, students that declare academic honors or technical honors diplomas as their pathway must meet the following criteria:

From grades 6th through 8th students must maintain a GPA of at least a 3.0 and semester grades better than a C- or higher.

\*\*\*Any student that does not meet this criteria will be required to choose a Next Level Program of Study freshman year of high school. This does not mean that students who do not meet this criteria cannot attempt to earn an honors diploma, they just must pick another pathway as well.

### MATHEMATICS SEQUENCE

Students who take a rigorous math sequence will find they are better prepared for college, technical schools, and/or work. The CORE 40 curriculum requires students to remain in the math sequence until they complete six to eight math credits from the list of math courses described on page 10. Most four-year colleges require students to take math through and including Algebra II for admission; however, some public universities in Indiana now require a seventh semester of math which should be either pre-calculus, trigonometry, finite, AP statistics, or calculus. **NOTE: Students must earn 6 credits of Core 40 Math in High School, while 8<sup>th</sup> grade credits will count on the student's transcript, students still must complete 6 credits in 9<sup>th</sup>-12<sup>th</sup> grades.**

Grade	Math Course	Math Course	Math Course
8	Algebra		
9	Geometry Honors	Algebra (or Advanced)	
10	Algebra II (or Honors)	Geometry (or Honors)	Algebra
11	Pre-Calc (or Honors)/Finite/AP Stats	Algebra II (or Honors)	Geometry
12	AP Calculus	Pre-Calc (or Honors)/Finite/AP Stats	Algebra II

## **INDIANA CAREER AND TECHNICAL EDUCATION PATHWAYS**

The Indiana Career and technical education pathways prepare youth for a wide range of high-wage, high-skill, high-demand careers. The mission of Career and Technical Education (CTE) in Indiana is to ensure an education system of high quality and equity for the academic achievement and career preparation of all Indiana students. Students in Indiana's secondary CTE programs will gain the knowledge, skills and abilities needed for success in postsecondary education and economically viable career opportunities. Note that the Work Based Learning Capstone course that appears in the course listing under the pathway must be a work experience in that pathway area. Pathways offered at ICHS may be found at the end of this document. See page 107-108 for a list of current pathways.

### **TESTING**

#### **ASVAB**

The ASVAB test is the military entrance exam. This exam is given to all juniors in the fall of their junior year. The ASVAB test is now a part of the graduation pathways for classes 2023 and beyond. If students receive a score of 31 or higher on this exam, they will have completed box 3 of their graduation pathway. If students do not take this exam or do not pass this exam, they must continue with their current choice of pathway courses at ICHS.

#### **PSAT 8/9 / PSAT – NMSQT**

The PSAT, published by The College Board, is a preliminary SAT as well as the qualifying exam for the National Merit Scholarship Competition. The PSAT 8/9 is given to freshmen and the PSAT-NMSQT is given to sophomores and/or juniors during the fall semester. Freshmen, sophomores and juniors take this test to prepare for college admission tests and in addition, juniors can qualify for the National Merit Scholarship.

#### **AP Tests**

All students that are enrolled in an AP course (AP Literature, AP Biology, AP US History, AP Calculus, AP Stats, AP Psychology, AP Chemistry) are required to take the AP exam along with the course. If students are on track to earn the Academic Honors diploma the AP test is required not only for taking the course but also for their diploma type. Students that are taking the AP US History and AP Psychology exam are required to pay the \$96 fee in order to test. All other exams are covered by the state of Indiana.

\*Principles of Computing is AP optional

AP Biology will no longer be an available option for students to take as a course. Students will have the opportunity to take the AP test in an exam only session if they are enrolled in the IU dual credit Biology course.

## **SAT**

Starting in the spring of 2022, Indiana juniors will take the College Board's SAT, which serves as Indiana's accountability assessment for mathematics and English/ Language Arts in high school. This test will be administered at Indiana high school's during the school day. The SAT is not a graduation requirement, though students may use it as they work towards the Postsecondary Ready Competency requirement for their Graduation Pathway.

## **POST-SECONDARY PLANNING**

OPTIONS: Students have many options for life after high school. These options include:

***Four-Year College***

***Technical School***

***Apprenticeship Program***

***Two-Year College***

***Military***

***Workforce***

All of these options are viable and worthwhile depending on the interests and needs of the student. Each student is encouraged to obtain additional education beyond a high school diploma. Labor market trends indicate that very few jobs will be available for students with no job skill training or post-secondary education. The U.S. Bureau of Labor makes the following prediction based on a careful study of data.

## **CAREER PLAN**

The State of Indiana requires that each student develop a career plan before the end of grade 9. This career plan will be developed in the *Preparing for College and Career* class under the direction of the high school counselors. The completed plan will be available online in Naviance.

## **RESOURCES**

Many resources concerning colleges and technical schools are available to help students with decisions about and preparation for college, technical schools, apprenticeships, military, or work. Listed below are some of the resources available to Indian Creek students as they prepare for post-secondary activity.

**Naviance** – Each student has access to Naviance. Naviance is a comprehensive college, career and life readiness program that can help students align their strengths and interests to their postsecondary goals.

**Books** - The Library Media Center also has many reference books for your use on post-secondary options, college admission testing (SAT, ACT), financial aid, and admissions.

**Learn More Resource Center**- Learn More Resource Center provides answers to all your college, tech school, apprenticeship, financial aid, and career questions. Learn More Resource Center is also on the worldwide web at [www.learnmoreindiana.org](http://www.learnmoreindiana.org)



**TransferIN-** To find out additional information on AP and Dual-Credit courses and how to transfer those to colleges, log on to their website at <https://transferin.net/>

**Attend Student Services-Sponsored Events:** We put on parent nights throughout the school year for high school students. We also hold an 8<sup>th</sup> grade parents night for incoming freshmen. Log onto our website for more details.

**Our website:** We will regularly update our website with important information. You can log on by visiting: <https://www.indiancreekschools.com/>

## COLLEGE ADMISSIONS REQUIREMENTS

Students interested in college should plan their high school curriculum to 1) be admissible to college, and 2) to provide an academic foundation to ensure success in college. The National Association of College Admission Counselors recommends:

English	4 years
Math	4 years (including Algebra, Geometry, Algebra II, Pre Calculus/Finite/AP Statistics)
Science	3 - 4 years
Social Studies	3 years
World Language	2 - 3 years
Fine Arts & Career Electives	

## COLLEGE / TECHNICAL SCHOOL APPLICATIONS

The Student Services department is available to assist students in completing post-secondary applications. After students complete their necessary applications, they should request a transcript online through Naviance. Counselors are willing to write letters of recommendation for students. **Students must complete a Senior Profile prior to asking for a letter of recommendation. Students must give counselors a minimum of a 7 day period to write a thorough recommendation.** Students who do not follow this process may not be able to receive a letter of recommendation from his/her counselor by the necessary deadlines.

## INDIVIDUAL PLANNING APPOINTMENTS

Once each year, counselors will initiate appointments with each student for the purpose of academic planning. Students select courses to support their graduation plans. Students will review the requirements for their anticipated diploma and update their five year plan.

Students may request additional appointments with their counselor by signing up in the Student Services Center. Topics may include personal/social development, postsecondary planning, crisis intervention, etc.

## SPORTS AT DIVISION I OR DIVISION II COLLEGES

The National Collegiate Athletic Association (NCAA), an organization that establishes rules on eligibility, recruiting, and financial aid for athletes, regulates many college athletic programs. If you are planning to enroll in college as a freshman and participate in Division I or Division II athletics, you must be certified by the NCAA Eligibility Center. **You should start the certification process at the end of your sophomore year.** Students should log on to the Clearinghouse Web site at <http://www.ncaa.org/student-athletes/future/how-register> For assistance in obtaining NCAA Eligibility Center information, contact the ICHS Student Services Center or the ICHS Athletic Director.

## COURSE DESCRIPTIONS

### NHJ EMPOWER

Special Note: Each of these courses require an application and will be available online only. If approved, students and their parents will also sign a contract for participation in this program. These courses follow the same deadlines as any other ICHS course. To be accepted into an Empower course, students and parents must attend a mandatory informational meeting, to be held after students submit their course requests.

**NHJ EMPOWER AGRIBUSINESS MANAGEMENT 5002:** This is a course taught strictly online. In person course meetings will be limited to test proctoring. This year-long course introduces students to principles of business and management through an agriculture setting. This course will be set up to run through all aspects of running and managing a business of your own. Mock businesses will be set up and students will be required to research and design required media that will cover the following topics: forms of business, finances, marketing, management, sales, and business loans.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Application and Introduction to Agriculture and Natural Resources is recommended.
<b>FULL YEAR COURSE</b>	A CORE 40, THD and AHD course.

**NHJ EMPOWER ECONOMICS 1514:** This course is completely online. It examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Application
<b>ONE SEMESTER COURSE</b>	A CORE 40, THD and AHD course.

**NHJ EMPOWER SOCIOLOGY 1534:** This is an online only course. This course provides an opportunity for students to study human social behavior and interaction from a group perspective. The sociological perspective is a distinct method of studying recurring patterns in people’s attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students will describe the development of sociology as a social science and identify methods and strategies of research. Students examine society, group behavior, and social structures through research methods using scientific inquiry. The influence of culture on group behavior is addressed through areas of content including social institutions such as the family, religion, education, economics, government, community organizations, and political and social groups. Students will also explore the impacts of social groups and social institutions on individual and group behavior and examine the changing nature of society.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Application
<b>ONE SEMESTER COURSE</b>	A CORE 40, THD and AHD course.

**NHJ EMPOWER ENGLISH 12 1008:** This is an online class. This is the final course in the English sequence. The three-fold structure of the class allows students to experience academic rigor, creative expression, and personal growth. Literature studies center around classical selections from Anglo/Saxon, Medieval, and Elizabethan eras. Critical and creative writing assignments serve as accompaniments to this aspect of the course. Students will practice mastery of the writing process, including a clearly defined audience, purpose, thesis, and well-organized structure. They will also employ technology to polish and finalize their documents. Students apply critical analysis and reading skills from previous courses in making judgments about the quality and content of the literature studied, along with the selection’s culture, theme, or point of view. Independent and pleasure reading still receive emphasis during this course. The analysis of words, ideas, and expressions and their impact will be the focus of the vocabulary development through the use of SAT vocabulary words. Emphasis on time management, decision-making, and social interaction in the classroom and shared environments further enhance the course. The final multi-faceted exhibition of mastery provides a culmination of the class curriculum and activities.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	English 9, 10, and 11, Application
<b>FULL YEAR COURSE</b>	A CORE 40, THD and AHD course.

**NHJ EMPOWER NOVELS 1042:** This is an online only course. Novels, a course based on Indiana's Academic Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution. Students are given the choice to pick a novel they will enjoy and then assignments are written around said novel. Students analyze novels by various contemporary authors.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Application
<b>ONE SEMESTER COURSE</b>	A CORE 40, THD and AHD course.

**NHJ EMPOWER PHOTOGRAPHY 4062:** This is a completely online class. In this course students will be creating photographs and videos utilizing a variety of digital tools and learning about darkroom processes. The students will continue to apply their knowledge of the principles and elements of art. In addition, they will learn about compositional guidelines used in photography to help them improve the quality of their own work. Students will learn how photography has been used through the ages and its significance in history. Students will have a variety of projects to help them showcase their talents and artistic eye. This course will also give the student the opportunity to explore career options related to photographic imagery.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	2D Art and Adv. 2D Art with a C or better, Application
<b>ONE SEMESTER COURSE</b>	A CORE 40, THD and AHD course.

**NHJ EMPOWER ENVIRONMENTAL SCIENCE 3010:** This is an online course. Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of : environmental systems ; flow of matter and energy ; natural disasters ; environmental policy ; biodiversity ; population ; pollution ; natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Biology I, Application
<b>ONE SEMESTER COURSE</b>	A CORE 40, THD and AHD course.

**NHJ EMPOWER- MARINE BIOLOGY (Advanced Science, 3092):** This is an online only course. Whether an organism is lurking in the deep shadows of the ocean, or socializing in a school of fish, how do the fields of anatomy, physiology, and behavioral ecology unite the diversity of a marine ecosystem? In this course, Marine Biology, you will study how ocean life exists in the midst of salinity, pressure, and water circulation. To begin this journey, you will first

explore how marine environments are arranged. Then, several fields will be examined, such as: food chains, anatomy and physiology of organisms, behavioral ecology, and current topics in the field. Marine Biology is only offered as an online course and students will meet with the teacher to take a final exam at the conclusion of each semester. The course is weighted, therefore students should be highly self-disciplined.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Biology I and Chemistry I with a C- or higher, Application
<b>FULL YEAR COURSE</b>	A CORE 40, THD and AHD course. Weighted

**NHJ EMPOWER EARLY CHILDHOOD EDUCATION I 5412:** This is an online course. This course prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course 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. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Recommended Nutrition & Wellness, Child Dev, and Adv Child Dev.
<b>FULL YEAR COURSE</b>	A CORE 40, THD and AHD course.

**NHJ EMPOWER EARLY CHILDHOOD EDUCATION II 5406:** This is an online course. This course prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. ECE II is a sequential course that builds on the foundational knowledge and skills of Early Childhood Education I, which is a required prerequisite. In ECE II students further refine,

develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of ECE II include: overview of the Child Development Associate (CDA) credential, Indiana Department of Education 95 High School Course Titles and Descriptions safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection; performance assessments by instructors, parents, and other professionals; comprehensive assessment of knowledge through a standardized exam; and other professional documentation.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Early Childhood Education I
<b>FULL YEAR COURSE</b>	A CORE 40, THD and AHD course.

**NHJ EMPOWER EDUCATION PROFESSIONS I 5408:** This is an online course. This course provides the foundation for employment in education and related careers and prepares students for study in higher education. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professionals I teacher. Articulation with postsecondary programs is encouraged.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Recommended Nutrition & Wellness, Child Dev, & Adv. Child Dev
<b>FULL YEAR COURSE</b>	A CORE 40, THD and AHD course.

**NHJ EMPOWER EDUCATION PROFESSIONS II 5404:** This is an online course. This course prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active Indiana Department of Education High School Course Titles and Description learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required

components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professions II teacher. Articulation with post-secondary programs is encouraged.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Education Professions I
<b>FULL YEAR COURSE</b>	A CORE 40, THD and AHD course.

## INDIAN CREEK LEARNING CENTER

**CAREER EXPLORATION INTERNSHIP 0530 :** This course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interests. Unlike a cooperative education program in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Must work a minimum of 270 hours per semester
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

## AGRICULTURE DEPARTMENT

### FFA

FFA is the career and technical student organization, which is an integral part of the vocational program of instruction in agricultural education. The many activities of the FFA parallel the methodology of the instructional program and are directly related to occupational goals and objectives. As an integral part of the instructional program, district and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired in the agricultural science and agricultural business education program of instruction. Students shall be rewarded / recognized for their competence. Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts and state by

participating in national FFA activities. Instructional activities of the FFA require participation of Agricultural Science and Agricultural Business Education students as an integral part of the Agricultural Education course of instruction, and, therefore, may be considered an appropriate use of the allotted instructional time; however, vocational student organization activities may not disrupt the instructional time of other academic courses.

## Agriculture Pathways

### Class of 2024 and Beyond

Agriculture Pathways	Year One	Year Two	Year Three
Agriscience Animals	Principles of Ag	Animal Science	ALS: Animals
Horticulture	Principles of Ag	Horticulture (rotation B)	Greenhouse & Soilless Production (rotation A)
Agriscience Plants	Principles of Ag	Plant & Soil (rotation A)	ALS: Plants (rotation B)
Agristructure	Principles of Ag	Ag, Power, Structure	Ag Structures Design & Fabrication

### Class of 2022 and 2023

Agriculture Pathways	Year One	Year Two	Year Three
	Intro to Ag	Animal Science	ALS Animals
	Intro to Ag	Ag Power, Structure, Technology	Ag Business Management
	Intro to Ag	Horticulture Science	Landscape Management
	Intro to Ag	Plant and Soil	ALS Plants

Rotation A School Years: 2023-2024/ 2025-2026	Rotation B School Years: 2022-2023/ 2024-2025
<b>ROTATION A COURSES</b>	<b>ROTATION B COURSES</b>
PRINCIPLES OF AGRICULTURE	PRINCIPLES OF AGRICULTURE
ANIMAL SCIENCE	ANIMAL SCIENCE
ADV LIFE SCIENCE ANIMALS	ADV LIFE SCIENCE ANIMALS
AG POWER, STRUCTURE, AND TECHNOLOGY	AG POWER, STRUCTURE, AND TECHNOLOGY
PLANT & SOIL	ADV LIFE SCIENCE PLANTS
GREENHOUSE & SOILLESS PRODUCTION	HORTICULTURE
AG STRUCTURES DES & FABRICATION	AG STRUCTURES DES & FABRICATION



## 7117 Principles of Agriculture

### PRIN AG

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

<b>OPEN TO:</b>	Grades: 9 - 11
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD
<b>NOTES:</b>	Course one of Ag pathway sequence.

**AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY 5088:** This is a yearlong shop-based course in which students develop an understanding of basic principles in the following areas; hand tool identification, electricity, plumbing, carpentry, and concrete. There will be a large focus on safety as well as a more in-depth concentration on metal technology and welding, career opportunities in agriculture power, structure, and technology, small engines, post-secondary education in the field of agriculture power, structure, and technology, as well as supervised agriculture experience.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Introduction to Agriculture
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD
<b>NOTES:</b>	May be taken for multiple semesters/years, but requires an application.

**ANIMAL SCIENCE 5008:** This is a yearlong course offered every year that provides students with an overview of the animal science field. This course will cover both large and small animal production. Topics covered include anatomy and physiology, genetics, reproduction, animal nutrition, common diseases and parasites, management practices for each species, and common products from each species. We will also discuss current social and political issues related to animal agriculture.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD
<b>NOTES:</b>	This course can be taken for dual credit through Ivy Tech.

**ADVANCED LIFE SCIENCE: ANIMALS 5070:** This course is a two-semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts related to history and trends in animal agriculture as related to animal welfare, husbandry, diseases and parasites, laws and practices relating to handling, housing, environmental impact, global sustainable practices of animal agriculture, genetics, breeding practices, biotechnology uses, and comparative knowledge of anatomy and physiology of animals used in animal agriculture.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD
<b>NOTES:</b>	This course counts as a science course for all diplomas. This course can be taken for dual credit.

**NHJ EMPOWER AGRIBUSINESS MANAGEMENT 5002:** This is a course taught strictly online. In person course meetings will be limited to test proctoring. This yearlong course introduces students to principles of business and management through an agriculture setting. This course will be set up to run through all aspects of running and managing a business of your own. Mock businesses will be set up and students will be required to research and design required media that will cover the following topics: forms of business, finances, marketing, management, sales, and business loans.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Introduction to Agriculture and natural resources.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD
<b>NOTES:</b>	This course can be taken for dual credit through Ivy Tech.

**SUPERVISED AGRICULTURAL EXPERIENCE 5228:** Supervised Agricultural Experiences is offered each summer. This course is designed to provide an opportunity for students to take what they have learned in the classroom and gain real-life experience in the agriculture field. This could be a paid or unpaid position and could include working with parents, neighbors, local businesses, or the students-owned business. The students will work closely with the agriculture science and business teachers, parents, and their employers to get the most out of the SAE program.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	Application process with instructor
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD
<b>NOTES:</b>	May be repeated for credit.

## 7112 Agriculture Structures Fabrication and Design

### AG ST FAB DES

Agricultural Structures Fabrication and Design is a two-semester course that focuses on metal work and agricultural structures. This course will allow students to develop skills in welding and metalworking such as metal identification and properties, metal preparation, use of oxy acetylene torch, plasma cutting and cutting operations, arc welding, MIG welding, TIG welding. This course will also allow students to develop skills in construction in regard to the ag industry such as carpentry, masonry, etc.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Principles of Agriculture
<b>FULL YEAR COURSE</b>	2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
<b>NOTES:</b>	Counts as a directed elective or elective credits for all diplomas.

## ROTATION "A" ELECTIVES

**PLANT AND SOIL SCIENCE 5170:** This year-long course offered during Rotation "B" provides students a basic understanding of plant science and soil science. This course will include some hands-on activities that could include trips to the greenhouse and around the school grounds. Topics covered in this course include but are not limited to: components of soil, development of soil, soil uses and functions, soil tillage and conservation, soil drainage, plant taxonomy, plant growth, plant propagation, plant functions, environmental factors affecting plant growth and soil erosion, fertilizer applications, and careers in Plant and Soil Science.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	Introduction to Agriculture recommended.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD

<b>NOTES:</b>	This course can be taken for dual credit through Ivy Tech.
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**GREENHOUSE & SOILLESS PRODUCTION 7114:** Greenhouse and Soilless Production is a two-semester course that provides an overview of structural designs and uses of enclosed structures (greenhouses) to grow various plants and food. The course will focus on discussing different types of enclosed structures, management systems, and growing systems used to produce plants and food. The course will also present an overview of soilless growing systems such as hydroponics, aquaponics, aeroponics and fogponics. Students will utilize the school greenhouse as part of this course.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	Introduction to Agriculture recommended.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD
<b>NOTES:</b>	

### ROTATION “B” ELECTIVES

**HORTICULTURE 5132:** Horticulture Science is a two semester course that provides students with a background in the field of horticulture. Coursework includes hands-on activities that encourage students to investigate areas of horticulture as it relates to the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Students are introduced to the following areas of horticulture science: reproduction and propagation of plants, plant growth, growth-media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, greenhouse management, floral design, and pest management. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	Introduction to Agriculture recommended.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD
<b>NOTES:</b>	Dual credit through IvyTech.

**ADVANCED LIFE SCIENCE: PLANTS AND SOILS 5074:** This course 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.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD
<b>NOTES:</b>	This course counts as a science course for all diplomas. This course can be taken for dual credit.

**CTSO LEADERSHIP 5237:** This course is a project-based course where students dive into leadership development. These students **MUST** be a member of FFA or another Career and Technical Education Student Organization. We will look into a number of leadership aspects including but not limited to: leadership styles, strengths and weaknesses, SMART goals, development of leadership skills, a vision statement, development of timelines, and overall understanding of the development of leadership skills. This course is a project-based course in which students integrate higher order thinking, communication, leadership, and management processes to conduct Career and Technical Student Organization leadership projects at the local, state, or national level. Each student will create a vision statement, establish standards and goals, design and implement an action plan and timeline, reflect on their accomplishments, and evaluate results.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Introduction to Agriculture recommended. This course requires an application or permission of the instructor.
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD

### ART DEPARTMENT

Art Pathway	Year One	Year Two	Year Three
Business Management	2D/ Adv 2D or 3D/ Adv 3D	2D/ Adv 2D or 3D/ Adv 3D	Drawing/ Photography/Digital design/ Painting

**INTRODUCTION TO 2D ART 4000:** This is an introductory course that will enhance the student's knowledge of the Elements of Art and Principles of Design and will help them

incorporate that knowledge into increasing their artistic abilities. The students will work with a variety of two-dimensional media, including pencil, pastels, charcoal, pen and ink, marker, and watercolor. In addition to increasing their skills they will learn how to evaluate their own artwork and work to improve upon their art skills. The students will also learn about famous artists, art styles and art's role in history.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD

**ADVANCED 2D ART 4004:** This class is a continuation of the first semester class 2-D Art. Students will delve deeper into learning various skill sets and focus more on the Principles of Design. A few of the projects included are drawing people, cartoons and working with watercolor. Students will continue to learn about various artists and major movements during history.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	Intro to 2D Art
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD

**INTRODUCTION TO 3D ART 4002:** This is a basic class for the student interested in art, but feel that they might not have drawing skills. In this class the students will learn about the Elements of Art and Principles of Design and how to use both to create unique works of art. The students will work with a variety of art media including clay, paper-mache, wire and plaster. Individual and group projects will occur that involve problem-solving, creative thinking and cooperative learning transform two-dimensional ideas into forms. Students will learn how to critique and analyze their work to check for the implementation of the Elements and Principles. Students will learn the significance of art and artists and of their place in history.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD

**ADVANCED 3D ART 4006:** This is a continuation of the 3-D class and is for the student interested in art, but feel that they might not have drawing skills. In this class the students will continue to learn about the Elements of Art and Principles of Design and how to use both to create unique works of art. The students will work with a variety of art media including clay, paper-mache, wire and plaster. Individual and group projects will occur that involve problem-solving, creative thinking and cooperative learning transform two-dimensional ideas into forms. Students will learn how to critique and analyze their work to check for the implementation of the

Elements and Principles. Students will learn the significance of art and artists and of their place in history.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	Intro to 3D Art
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD

**SCULPTURE 4044:** 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 work. Art museums, galleries, studios, and community resources are utilized.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Intro to 3D Art & Adv 3D Art with a C or better
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD

**DRAWING 4060:** This class is more for the serious artist that is into art. In this course students will increase their perceptual and expressive skills through the use of a wide variety of drawing tools and media. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing. The students will focus more on organizing the principles and elements to solve specific assignments. Artistic styles will be studied more in-depth. The students will apply various media, techniques, and processes with sufficient skill to communicate intended meaning. Projects assigned will use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Intro to 2D Art & Adv 2D Art with a C or better
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD

**PAINTING 4064:** This class is more for the serious artist that is into painting. In this course students will increase their perceptual and expressive skills through the use of a wide variety of painting tools and media. Students create paintings utilizing processes such as sketching, rendering, contour, gesture, and perspective painting. The students will focus more on organizing the principles and elements to solve specific assignments. Artistic styles will be studied more in-depth. The students will apply various media, techniques, and processes with sufficient skill to communicate intended meaning. Projects assigned will use a variety of media such as acrylic, watercolor and oil paints.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Intro to 2D Art & Adv 2D Art with a C or better

<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD
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**NHJ EMPOWER PHOTOGRAPHY 4062:** This is a completely online class. In this course students will be creating photographs and videos utilizing a variety of digital tools and learning about darkroom processes. The students will continue to apply their knowledge of the principles and elements of art. In addition, they will learn about compositional guidelines used in photography to help them improve the quality of their own work. Students will learn how photography has been used through the ages and its significance in history. Students will have a variety of projects to help them showcase their talents and artistic eye. This course will also give the student the opportunity to explore career options related to photographic imagery.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Intro to 2D Art & Adv 2D Art with a C or better, Application
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD

**VISUAL COMMUNICATION 4086:** This course is designed for the student interested in pursuing an education in art. Students will create advertising designs and utilize graphic design, typography, illustration, and computer technologies. Students will produce a portfolio of their work throughout the year and from previous art courses. This will allow them to explore career options related to visual communication.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Drawing, painting, or digital design
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD

**DIGITAL DESIGN 4082:** In this class students search will continue using their knowledge of the elements and principles of art by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. Students will apply different techniques and processes to communicate their intended meaning. Student projects will include desktop publishing, multimedia communication, digitized imagery, computer animation, and Web page design. Additionally, students will explore historical connections, keep notes about the process, make presentations about their progress at regular intervals, find direct correlations to other disciplines, and explore career options related to computer-generated imagery. Art museums, galleries, studios and community resources are utilized. May be repeated once for credit.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Photography with a C or higher
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD

## **BUSINESS DEPARTMENT**



<b>Business Pathways</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
Management	Business Management	Management Fundamentals	Accounting Fundamentals
Accounting	Business Management	Accounting Fundamentals	Advanced Accounting

**PREPARING FOR COLLEGE AND CAREERS 5394:** This course addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include life and career skills; communication and leadership processes; exploration of personal aptitudes, interests, values, and goals; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, investigation of one or more pathways, reviewing graduation plans and developing career plans.

<b>OPEN TO:</b>	Grades: 9
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD

**APPLIED PREPARING FOR COLLEGE AND CAREERS 5394A:** This course addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in- depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>APPLIED UNITS:</b>	2 units maximum
<b>ONE SEMESTER COURSE</b>	Certificate of completion
<b>NOTES:</b>	Counts as an elective or employability requirement for the Certificate of Completion.

## ELECTIVE COURSES

**ACCOUNTING FUNDAMENTALS 4524:** Course curriculum is designed to provide students a strong foundation in accounting principles. Students will learn what business transactions are and how accountants use a double-entry system (debits and credits) to keep track of these transactions. Next students will study the complete accounting cycle of recording transactions, preparing financial statements, and “closing the books” for small, single-owner service and merchandising businesses. Accounting is designed for students who someday may own their own business or work in an office performing basic accounting duties. This course will provide a beginning foundation.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**ADVANCED ACCOUNTING 4522:** This course 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.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Business Management
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**MANAGEMENT FUNDAMENTALS 7143:** 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.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Business Management
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**BANKING AND INVESTMENT CAPSTONE 5258:** This course addresses the needs of schools in areas that have workforce demand in the finance industry. It analyzes and synthesizes high-level skills needed for a multitude of careers in the banking and investment

industry. Students learn banking, investments, and other finance fundamentals and applications related to financial institutions, business and personal financial services, investment and securities, risk management products, and corporate finance. The course provides students with work based learning experiences to acquire and apply knowledge and skills in one or more careers in the industry.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Intro to Accounting & Adv. Accounting
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

### COMPUTER SCIENCE PATHWAY

Computer Science Pathway	Year One	Year Two	Year Three
Computer Science	Principles of Computing	IT Fundamentals	IT Support and Service

### 7183 PRINCIPLES OF COMPUTING

#### PRIN COMP

Principles of Computers and Informatics introduces students to terminology, concepts, theory and fundamental skills used to implement information systems. Topics include the history and trends of computing, operating systems, database technology, security, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Additionally, students will be introduced to algorithms, logic development and flowcharting as tools used to document computer logic through the use of basic scripting and simple programming code.

\*Principles of Computing is AP optional

<b>OPEN TO:</b>	Grades: 9-11
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**INFORMATION TECHNOLOGY FUNDAMENTALS 7180:** Information Technology Fundamentals provides the necessary competencies required for an entry-level Information

Technology professional. Students will have the knowledge required to assemble components based on customer requirements, install, configure and maintain devices/software for end users, understand the basics of networking and security, properly and safely diagnose, resolve and document common hardware and software issues while applying troubleshooting skills. Students will also learn appropriate customer support, understand the basics of virtualization, desktop imaging, and deployment. This course should also prepare students for the CompTia A+ Certification Exam

**NETWORKING FUNDAMENTALS 7182:** Networking Fundamentals describes, explores and demonstrates how a network operates in our everyday lives. The course covers the technical pieces and parts of a network and also societal implications such as security and data integrity. Using hands-on lab work, this course offers students the critical information needed for a role as an Information Technology professional who supports computer networks. Concepts covered include the TCP/IP model, OS administration, designing a network topology, configuring the TCP/IP protocols, managing network devices and clients, configuring routers and switches, wireless technology and troubleshooting. Provides students the ability to implement, administer, and troubleshoot information systems that incorporate the Microsoft Windows clients and servers in an enterprise environment. Students will be introduced to managing applications, files, folders, and devices in a windows active directory environment.

**PERSONAL FINANCIAL RESPONSIBILITY 4540:** Personal Financial Responsibility focuses on the financial responsibilities of adult and family life. This course helps students build skills in decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit. Students learn the basics of economics, consumer protection, and taxes. This course uses a project- based approach and applies basic mathematics proficiencies.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, AHD course.

**APPLIED PERSONAL FINANCIAL RESPONSIBILITY 4540A:** This course addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build and apply skills in financial literacy and responsible decision making. Content includes analyzing personal standards, needs, wants, and goals; identifying sources of income, and navigating technology for money management. A project based approach and applications through authentic settings such as work based observations, service learning experiences and community based instruction are appropriate. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>APPLIED UNITS:</b>	2 units maximum
<b>ONE SEMESTER COURSE</b>	Counts as an elective for the Certificate of Completion.

**BUSINESS MANAGEMENT 4562:** This course focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free-enterprise system. Students will attain an understanding of management, team building, leadership, problem-solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**CAREER EXPLORATION INTERNSHIP 0530 :** This course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interests. Unlike a cooperative education program in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	3.0 GPA or permission of the instructor.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**WORK BASED LEARNING CAPSTONE 5974:** Work-based Learning Capstone is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. Work-based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's

work-based experiences and assist in evaluating achievement and performance. Related instruction shall be organized and planned around the activities associated with the student's individual job and career objective in a pathway; and shall be taught during the same semester the student is participating in the work-based experience.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Complete at least one advanced CTE course from a pathway. Student's worksite placement must align to the student's pathway.
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**APPLIED WORK BASED LEARNING CAPSTONE 5260A:** This course is an instructional strategy that can be implemented as a standalone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students' skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating progress and performance, whether WBL is a standalone course or a component of a discipline-specific CTE course.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>APPLIED UNITS:</b>	6 units maximum
<b>FULL YEAR COURSE</b>	Counts as an employability requirement, capstone course, or elective for the Certificate of Completion.

## ENGLISH DEPARTMENT

NOTE: Since English is a sequential program; it is imperative that each student strives to pass each level in its natural progression. Therefore, to maintain the integrity of the program, a student may take no more than two required English courses at a time. Any deviation from this will require permission from the English Department.

### REQUIRED COURSES

**ENGLISH 9 1002:** Focusing on world literature and integrating the study of grammar, vocabulary, composition, and oral communication, English 9 students will read and discuss selections from the genres of short story, poetry, drama, and novel. In addition to literary works, students will also read related expository and technical material. The practice of oral communication skills will occur. This course is heavy in technology.

<b>OPEN TO:</b>	Grades: 9
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**ENGLISH 9 HONORS 1002:** The same as English 9 (see above) with additional emphasis on English concepts.

<b>OPEN TO:</b>	Grades: 9
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course. Weighted

**APPLIED ENGLISH 9 1002A:** This course is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

<b>OPEN TO:</b>	Grades: 9 - 10
<b>APPLIED UNITS:</b>	4 units maximum
<b>FULL YEAR COURSE</b>	Counts as an English/Language arts requirement for the Certificate of Completion.

**ENGLISH 10 1004:** This course continues to promote the analysis of text and the process of writing while further developing students' understanding of the historical and cultural significance of literature. Students will read a variety of fiction and nonfiction texts spanning many genres. The course will also continue to emphasize the importance of reading as a lifelong pursuit. Students will develop a working Academic Vocabulary of terms essential to the mastery of Indiana's College and Career Readiness Standards. These words are ingrained in all that we do in the classroom from reading, to analysis, and writing conventions. Students will refine their writing skills by continual exposure to the writing process. Consistent practice with drafting, editing, revising, and rewriting will help students improve their writing and communication skills while also learning to more clearly articulate their ideas. Special attention will be given to constructing clear thesis statements and developing cohesive paragraphs. Fundamentals such as grammar rules, standard usage, and sentence structure will be practiced daily. Finally, students will utilize technology regularly to effectively communicate, conduct research, and create projects.

<b>OPEN TO:</b>	Grades: 10
<b>PREREQUISITES:</b>	English 9
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**ENGLISH 10 HONORS 1004:** Students in English 10 Honors will cover the same standards and skills as English 10, but at a greater depth and level of rigor.

<b>OPEN TO:</b>	Grades: 10
<b>PREREQUISITES:</b>	English 9 or English 9 Honors
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted
<b>NOTES:</b>	Students must purchase a copy of Fahrenheit 451.

**APPLIED ENGLISH 10 1004A:** This course is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

<b>OPEN TO:</b>	Grades: 9 - 10
<b>APPLIED UNITS:</b>	4 units maximum
<b>FULL YEAR COURSE</b>	Counts as an English/Language arts requirement for the Certificate of Completion.

**ENGLISH 11 1006:** A chronological approach to American literature will be the focus of English 11. Selections include contemporary drama and prose with attention to social, economic, and political themes. Students will explore vocabulary through analogies, word meanings, and interdisciplinary references. Students will be required to do creative and/or extended writing assignments. Emphasis on speaking and listening will continue, along with the integration of historical, nonverbal, and socio-cultural elements found within various communications.

<b>OPEN TO:</b>	Grades: 11
<b>PREREQUISITES:</b>	Students must have attempted both English 9 and English 10.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**APPLIED ENGLISH 11 1006A:** This course is an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade appropriate multimedia presentations and access online information.



<b>OPEN TO:</b>	Grades: 11 - 12
<b>APPLIED UNITS:</b>	4 units maximum
<b>FULL YEAR COURSE</b>	Counts as an English/Language arts requirement for the Certificate of Completion.

**ENGLISH 12 1008:** This is the final course in the English sequence. The three-fold structure of the class allows students to experience academic rigor, creative expression, and personal growth. Literature studies center around classical selections from Anglo/Saxon, Medieval, and Elizabethan eras. Critical and creative writing assignments serve as accompaniments to this aspect of the course. Students will practice mastery of the writing process, including a clearly defined audience, purpose, thesis, and well-organized structure. They will also employ technology to polish and finalize their documents. Students apply critical analysis and reading skills from previous courses in making judgments about the quality and content of the literature studied, along with the selection's culture, theme, or point of view. Independent and pleasure reading still receive emphasis during this course. The analysis of words, ideas, and expressions and their impact will be the focus of the vocabulary development through the use of SAT vocabulary words. Emphasis on time management, decision-making, and social interaction in the classroom and shared environments further enhance the course. The final multi-faceted exhibition of mastery provides a culmination of the class curriculum and activities.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	English 9, 10, and 11
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**ENGLISH 12 1008 (ENG W131 ACP): This is a dual credit course through Indiana University ACP program.** W131 is a course in academic writing that attempts to integrate critical reading, thinking, and writing about phenomena and issues in our culture. Rather than practicing a set of discrete skills or often unrelated modes of discourse, the course aims to build sequentially on students' ability to read both written and cultural texts closely and critically and to analyze those texts in ways that also engage and problematize students' own experience, the perspectives of "experts," and the world they live in.

W131 aims to show students how the use of sources, agreement/disagreement, and personal response can be made to serve independent, purposeful, and well-supported analytical writing.

In summary, the course offers instruction and practice in reading, writing, and critical thinking skills required in college. Emphasis is on written assignments that require synthesis, analysis, and argument based on sources.

This is taken from <https://english.indiana.edu/undergraduate/courses/composition-courses.html>

<b>OPEN TO:</b>	Grades: 12
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<b>PREREQUISITES:</b>	2.70 GPA
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted
<b>NOTES:</b>	Students must purchase a textbook.

**ENGLISH 12 1008( ENG L202 ACP):** This is a dual credit course through Indiana University's ACP program. This course develops critical skills essential to participation in the interpretive process. Through class discussion and focused writing assignments, introduces the premises and motives of literary analysis and critical methods associated with historical, generic, and/or cultural concerns. Taken from : <https://bulletins.iu.edu/iub/college/2012-2013/departments/english/courses.shtml>

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	2.70 GPA
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted
<b>NOTES:</b>	Students must purchase a textbook.

**APPLIED ENGLISH 12 1008A:** This course is an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade appropriate multimedia presentations and access online information.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>APPLIED UNITS:</b>	4 units maximum
<b>FULL YEAR COURSE</b>	Counts as an English/Language arts requirement for the Certificate of Completion.

**ADVANCED PLACEMENT LITERATURE AND COMPOSITION 1058 (can take the place of English 11):** This course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students who pass the AP exam at the end of the course are eligible for college credit at any university that participates in the AP program.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	English 9 and 10
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course. Weighted

**ENGLISH R (Remediation)** for Grades 9, 10, and 11: Remediation English gives students who fail English 9, 10, and/or 11 the opportunity to be successful at the freshman, sophomore, and junior levels, allowing them to graduate in a timely fashion. The passing remediation grade will fulfill the English requirement of the failed semester. The course will remain faithful to the current English standards with special emphasis on such ECA areas as reading comprehension, vocabulary, grammar, and writing. This course revolves around reading a novel as a group and is heavy on discussion. While the goals will remain the same as the general English courses, the methods and emphasis will be tailored to the individual's needs.

<b>OPEN TO:</b>	Students who failed a semester of English 9, 10 or 11.
<b>PREREQUISITES:</b>	Placement by teacher recommendation required.
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, AHD course.

### ENGLISH ELECTIVE COURSES

Rotation A(2022-23, 2024-25)	Rotation B (2023-24, 2025-26)
Creative Writing	Dramatic Literature
Genres of Literature	Film Literature

**GENRES OF LITERATURE 1036:** Genres of Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had a stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

<b>OPEN TO:</b>	Grades 11 - 12
<b>PREREQUISITES:</b>	Passing grade in prior year of English.

<b>ONE SEMESTER COURSE</b>	A Core 40, THD, AHD course.
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**FILM LITERATURE 1034:** Film Literature, a course based on Indiana's Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students will read texts then examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. Reading and writing is required, but we will also unlock the magic of turning books to film with fun projects, movie viewings, and discussion.

\*Students will have a class-fee/list of books needed for the course (estimate to come)

<b>OPEN TO:</b>	Grades 11 - 12
<b>PREREQUISITES:</b>	Passing grade in prior year of English.
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, AHD course.

**NHJ EMPOWER-NOVELS 1042:** This is an online only course. Novels, a course based on Indiana's Academic Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution. Students are given the choice to pick a novel they will enjoy and then assignments are written around said novel. Students analyze novels by various contemporary authors.

<b>OPEN TO:</b>	Grades 10 - 12
<b>PREREQUISITES:</b>	Application
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, AHD course.

**CREATIVE WRITING 1092:** Creative Writing, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within the curriculum.

<b>OPEN TO:</b>	Grades 11 - 12
<b>PREREQUISITES:</b>	English 9, English 10, or teacher recommendation.
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, AHD course.

**DRAMATIC LITERATURE 1028:** Dramatic Literature, a course based on the Indiana Academic Standards for English/language Arts, is a study of plays and literary art as different from other literary genres. Students view live, televised, or filmed productions and stage scenes from plays or scripts. Students examine tragedies, comedies, melodramas, musicals or operas created by important playwrights and screenwriters representing the literary movements in dramatic literature. Students analyze how live performance alters interpretation from text and how developments in acting and production have altered the way we interpret plays or scripts. Students analyze the relationship between the development of dramatic literature as entertainment and as a reflection of or influence on the culture.

<b>OPEN TO:</b>	Grades 11 - 12
<b>PREREQUISITES:</b>	English 9, English 10, or teacher recommendation.
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, AHD course.

### FAMILY AND CONSUMER SCIENCES DEPARTMENT

Teaching Pathway	Year One	Year Two	Year Three
	Principles of Teaching	Child and Adolescent Development	The Exceptional Child
<b>Fashion Pathway 24 and beyond</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
	Principles of Fashion and Textiles	Textiles, Apparel, and Merchandising	Advanced Textiles
<b>Fashion Pathway 22-23</b>	Intro to Fashion & Textiles	Fashion & Textiles Careers I	Fashion & Textiles Careers II
<b>Culinary Pathway</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
	Principles of Hospitality	Nutrition	Culinary Arts

**0410 Principles of Fashion and Textiles (PRIN FASH TEXT)** Principles of Fashion and Textiles 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 for all aspects of the fashion creation process. Major topics include: Basic clothing construction techniques, pattern alterations, and use of commercial patterns.

<b>OPEN TO:</b>	Grades 9 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**0411 Textiles, Apparel, and Merchandising (TEXT APP MERCH)** Textiles, Apparel, and Merchandising provides a comprehensive overview of the textiles, apparel and merchandising industry specific to fashion related goods including the nature of fashion, raw materials and production, designers, retailers, and supporting services

<b>OPEN TO:</b>	Grades 11 - 12
<b>PREREQUISITES:</b>	Principles of Fashion and Textiles
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**0412 ADVANCED TEXTILES (ADV TEXT)** Advanced Textiles will focus on the study of textiles concerning fiber, yarn, fabric construction, and finishes which affect the selection, use, and care of textiles.

<b>OPEN TO:</b>	Grades 11-12
<b>PREREQUISITES:</b>	Principles of fashion and Textiles Apparel and Merchandising
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**FASHION AND TEXTILES CAREERS I 5420:** This course 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 the Fashion Careers II course. 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. Student experiences may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the fashion industry are strongly encouraged. A standards-based plan guides the students' experiences. This course is a core component of four-year career plans for the career clusters of Personal & Commercial Services; Manufacturing & Processing; and Art, A/V Technology & Communications.

<b>OPEN TO:</b>	Grades 10 - 12
<b>PREREQUISITES:</b>	Intro to Fashion
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**FASHION AND TEXTILES CAREERS II 5421 (2022-2023):** This course 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 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, operation 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. Student experiences may be either school-based or “on-the-job” or a combination of the two. Work-based experiences in the fashion industry are strongly encouraged.

<b>OPEN TO:</b>	Grades 11 - 12
<b>PREREQUISITES:</b>	Intro to Fashion and Fashion I
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**CHILD DEVELOPMENT 5362:** Want to know what it is like to have a baby? Take this course! Child Development is the study of how children grow and develop in five ways: physically, socially, emotionally, intellectually, and morally. Emphasis is placed on the study of conception, pregnancy and caring for children through age 2.

<b>OPEN TO:</b>	Grades 10 - 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, AHD course.

**ADVANCED CHILD DEVELOPMENT 5360:** Enjoy playing with children? Enroll in this course! Advanced Child Development builds on the foundation established in Child Development and emphasizes the study of children from ages 3-8. The course involves the study of child health

and wellness, best practices in childcare, guidance and discipline, special needs children, and research and theories in child development.

<b>OPEN TO:</b>	Grades 10 - 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, AHD course.

## **7161 PRINCIPLES OF TEACHING**

### **PRIN TEACH**

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 volunteer experience of a minimum of 20 hours is required for successful completion of this course. This course has been approved to be offered for dual credit. Students pursuing this course for dual credit are still required to meet the minimum prerequisites for the course and pass the course with a C or better in order for dual credit to be awarded.

<b>OPEN TO:</b>	Grades 9-11
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**CHILD AND ADOLESCENT DEVELOPMENT 7157:** 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. This course has been approved to be offered for dual credit. Students pursuing this course for dual credit are still required to meet the minimum prerequisites for the course and pass the course with a C or better in order for dual credit to be awarded.

<b>OPEN TO:</b>	Grades 10 - 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, AHD course.



**NHJ EMPOWER EARLY CHILDHOOD EDUCATION I 5412:** This course prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course 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. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components.

<b>OPEN TO:</b>	Grades 11 - 12
<b>PREREQUISITES:</b>	Recommended Child Dev. and Adv Child Dev.
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**NHJ EMPOWER EARLY CHILDHOOD EDUCATION II 5406:** This course prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. ECE II is a sequential course that builds on the foundational knowledge and skills of Early Childhood Education I, which is a required prerequisite. In ECE II students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of ECE II include: overview of the Child Development Associate (CDA) credential, Indiana Department of Education 95 High School Course Titles and Descriptions safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection; performance assessments by instructors, parents, and other professionals; comprehensive assessment of knowledge through a standardized exam; and other professional documentation.

<b>OPEN TO:</b>	Grades 12
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<b>PREREQUISITES:</b>	Early Childhood Education I
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**NHJ EMPOWER EDUCATION PROFESSIONS I 5408:** This course provides the foundation for employment in education and related careers and prepares students for study in higher education. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professionals I teacher. Articulation with postsecondary programs is encouraged.

<b>OPEN TO:</b>	Grades 11 - 12
<b>PREREQUISITES:</b>	Recommended Child Dev and Adv Child Dev.
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**NHJ EMPOWER EDUCATION PROFESSIONS II (2021-2022) 5404:** This course prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active Indiana Department of Education High School Course Titles and Description learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professions II teacher. Articulation with post-secondary programs is encouraged.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Education Profession I
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

## **7173 PRINCIPLES OF HOSPITALITY**

### **PRIN HOSP**

Principles of 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, this course will help students learn basic principles of sanitation and safety in order to maintain a safe and healthy food service environment. It presents laws and regulations related to safety, fire, and sanitation and how to adhere to them in the food service operation.

<b>OPEN TO:</b>	Grades: 9-11
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**7171 NUTRITION:** 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.

<b>OPEN TO:</b>	Grades: 10-12
<b>PREREQUISITES:</b>	Principles of hospitality
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

**7169 CULINARY ARTS:** Culinary Arts teaches students how to prepare the four major stocks, the five mother sauces (in addition to smaller sauces) and various soups. Additional emphasis is placed on the further development of the classical cooking methods. This course will also present the fundamentals of baking science including terminology, ingredients, weights and measures, and proper use and care of equipment. Students will produce yeast goods, pies, cakes, cookies, and quick breads.

<b>OPEN TO:</b>	Grades: 10-12
<b>PREREQUISITES:</b>	Principles of hospitality and Nutrition
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

## HEALTH AND PHYSICAL EDUCATION DEPARTMENT

### REQUIRED COURSES

**HEALTH & WELLNESS 3506:** This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Proficiency Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life Education; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and other Drugs Education; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention. Students are

provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology and hands-on learning opportunities, are used to further develop health literacy. A report at the end of the semester on any part of health that might interest the student is mandatory. A visual and an oral presentation is required along with a written final. Chapters and standards work with the state mandated standards.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, AHD course.

**APPLIED HEALTH & WELLNESS 3506A:** This course is a course based on Indiana's Academic Standards for Health & Wellness and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>APPLIED UNITS:</b>	2 units maximum
<b>ONE SEMESTER COURSE</b>	Counts as an elective or health & Wellness requirement for the Certificate of Completion.

**PHYSICAL EDUCATION I 3542:** This course emphasizes health-related fitness and the development of skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) outdoor pursuits, (6) aquatics, and (7) recreational games. Ongoing assessment includes both written and performance-based skill

evaluations. IEP students may have a different program. This depends on their IEP. The final consists of a mile run under a certain time. (Time to be announced per class) or you may take the written and not have to run. Reports are given to students who cannot participate for a lengthy time. This is determined by the instructor. No dresses, not participating in the activities, extreme absences could constitute a lower grade. Students complete a mile run each day. Some units will have written tests. Students will have set times for a grade - physical activities. Student grades are also based on: 1. participation 2.attitude 3. Behavior 4. Dress out.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.

**PHYSICAL EDUCATION I ADVANCED 3542:** This course is recommended for students who are athletes. It emphasizes health-related fitness and the development of skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) outdoor pursuits,(6) aquatics, and (7) recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.
<b>NOTES:</b>	This course is recommended for students who are athletes and meets the state requirement for PE I.

**PHYSICAL EDUCATION I 3542 (AQUATICS):** This course emphasizes health-related fitness and the development of skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) outdoor pursuits,(6) aquatics, and (7) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. This course will have an emphasis on aquatics and is suggested for students that are joining the swim team.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.
<b>NOTES:</b>	This course is recommended for students who are athletes and meets

	the state requirement for PE I.
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**APPLIED PHYSICAL EDUCATION I 3542A:** This course focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>APPLIED UNITS:</b>	2 units maximum
<b>ONE SEMESTER COURSE</b>	Counts as the Health & Wellness requirement for the Certificate of Completion.

**PHYSICAL EDUCATION II 3544:** This course emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. It includes at least three different movement forms without repeating those offered in Physical Education I. Movement forms may include: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) outdoor pursuits, (6) aquatics, (7) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	Physical Education I
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.

**PHYSICAL EDUCATION II ADVANCED 3544:** This course is recommended for athletes. It emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. It includes at least three different movement forms without repeating those offered in Physical Education I. Movement forms may include: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) outdoor pursuits, (6) aquatics, (7) recreational games. Ongoing assessment includes both written and

performance-based skill evaluations. This course will also include a discussion of related careers.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	PE I Advanced or PE I
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.
<b>NOTES:</b>	This course is recommended for students who are athletes and meets the state requirement for PE II.

**PHYSICAL EDUCATION II 3544 (AQUATICS):** This course emphasizes health-related fitness and the development of skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) outdoor pursuits, (6) aquatics, and (7) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. This course will have an emphasis on aquatics and is suggested for students that are joining the swim team.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.
<b>NOTES:</b>	This course is recommended for students who are athletes and meets the state requirement for PE I.

**APPLIED PHYSICAL EDUCATION II 3544A:** This course focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not covered in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>APPLIED UNITS:</b>	2 units maximum
<b>ONE SEMESTER COURSE</b>	Counts as the Health & Wellness requirement for the Certificate of Completion.

## ELECTIVE COURSES

**MEDICAL TERMINOLOGY 5274:** This course can be taken for dual credit with Ivy Tech. Students may need to take the Knowledge Assessment to qualify for dual credit if they do not already meet the dual credit requirements. Requirements are set up by Ivy Tech State College....16 chapters, a test after every chapter, cards, review tests and spelling tests are just part of the requirements for this class. There is a 200 word final at the end of the 16 chapters. Mid-term project is a toothpick adaptation of an eye or ear. All students are required to complete the project and tests. College credit through Ivy Tech is given for a grade of C or above and no more than three (3) absences each semester.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Health with a B or higher.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.
<b>NOTES:</b>	This is a dual credit course through Ivy Tech.

**HEALTH SCIENCE EDUCATION 5282:** This course will provide students with further opportunities to develop their understanding of the way in which various behaviors, habits, and environments are related to a productive life. If you liked Health and Wellness, you should like this class! The course may include a comprehensive study of the ten major health topics or it may provide an in-depth study of health concerns, health careers, health risk appraisals with individual wellness plans, health promotion and marketing, health care costs, catastrophic illnesses, chronic and degenerative diseases, stress management, personal fitness, death and dying, basic first aid and emergency care, and management of sports injuries. College credit (3 credits) through Ivy Tech is given for a grade of C or above and no more than three (3) absences each semester.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Health with a B or higher.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.
<b>NOTES:</b>	This is a dual credit course through Ivy Tech.

**ELECTIVE PHYSICAL EDUCATION 3560:** This course will concentrate on getting you ready to perform at the highest level. The student will work on muscular strength and endurance using the weight room. The student will learn the proper technique to use while in the weight room. The student will work on conditioning using various running and plyometric techniques. There will also be discussions about nutrition.

<b>OPEN TO:</b>	Grades: 10 - 12 (2nd semester freshmen may be considered.)
<b>PREREQUISITES:</b>	PE I & II or PE I Adv & PE II Adv
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.



**ELECTIVE PHYSICAL EDUCATION (AQUATICS) 3560:** This course will concentrate on getting you ready to perform at the highest level. The student will work on muscular strength and endurance using the natatorium. The student will learn the proper technique to use while in the pool. The student will work on conditioning using various swimming and diving techniques. There will also be discussions about nutrition.

<b>OPEN TO:</b>	Grades: 10 - 12 (2nd semester freshmen may be considered.)
<b>PREREQUISITES:</b>	PE I & II or PE I Adv & PE II Adv
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.

**APPLIED ELECTIVE PHYSICAL EDUCATION 3560A :** This course is based on selected standards from Indiana’s Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio- respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. With staff support, students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness and includes self monitoring. Ongoing assessment may include individual progress and/or performance-based skill evaluation.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>APPLIED UNITS:</b>	8 units maximum
<b>ONE SEMESTER COURSE</b>	Counts as the Health & Wellness requirement for the Certificate of Completion.

## MATH DEPARTMENT

**ALGEBRA I LAB 2516:** This course is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra I LAB align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; Quadratic Functions and Modeling.

However, whereas Algebra I contains exclusively grade-level content, Algebra I LAB combines standards from high school courses with foundational standards from the middle grades. Algebra Lab is designed as a support course for Algebra I. As such, a student taking Algebra Lab must also be enrolled in Algebra I during the same academic year.

<b>OPEN TO:</b>	Grades: 9
<b>PREREQUISITES:</b>	Teacher recommendation
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD elective credit course.
<b>NOTES:</b>	This course does not count as a math requirement.

**ALGEBRA I 2520:** This course formalizes and extends the mathematics that students learned in the middle school grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD elective credit course.

**ALGEBRA I ADVANCED 2520:** This course formalizes and extends the mathematics that students learned in the middle school grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	Any student who took Algebra I in 8th grade or students who received a B or higher in Pre-Algebra.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD elective credit course.

**APPLIED ALGEBRA I 2520A:** This course formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 4 strands: Numbers Sense, Expressions and Computation; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>APPLIED UNITS:</b>	4 units maximum
<b>FULL YEAR COURSE</b>	Counts as a math requirement for the Certificate of Completion.

**GEOMETRY 2532:** Geometry is a full year course that studies the relationships and properties of two- and three- dimensional geometric figures, such as lines, planes, angles, circles, triangles, quadrilaterals and other polygons, and polyhedral. Students will learn about congruence and similarity of geometric figures. Students will use trigonometric ratios to solve problems involving triangles. Students will use deductive reasoning in the development of logic and reasoning in proofs. Students will be exposed to a variety of investigative techniques, construction methods, and various styles of proofs. Technology will be used to enhance the students' understanding of Geometry. Vocabulary is a key component of Geometry. Good thinking and study skills are necessary for success in Geometry. A scientific calculator is required for this course.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Algebra I
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**GEOMETRY HONORS 2532:** Geometry Honors will contain all the same concepts of regular Geometry. These concepts include properties of lines, planes, angles, circles, triangles, quadrilaterals and other polygons. Students will be exposed to a variety of investigative techniques, construction methods, and various styles of proofs. Technology will be used to enhance the students' understanding of Geometry. The course will be more theory oriented, with more emphasis will be placed on logic and geometric reasoning. The difficulty of the problems will be greater than those in regular Geometry. Vocabulary is a key component of Geometry. Good thinking and study skills are necessary for success in Geometry. A scientific calculator or graphing calculator is required for this course.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	Algebra I with a B or higher, or teacher approval
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**APPLIED GEOMETRY 2532A:** This course formalizes and extends students' geometric experiences from the middle grades. These critical areas comprise the Geometry course:

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

<b>OPEN TO:</b>	Grades: 9 - 12
<b>APPLIED UNITS:</b>	4 units maximum
<b>FULL YEAR COURSE</b>	Counts as a math requirement for the Certificate of Completion.

**ALGEBRA II 2522:** Algebra II is a full year course that expands on the topics of Algebra 1. Students will further develop the concepts of linear and quadratic functions. Students will expand the study of functions to include polynomial, rational, exponential, logarithmic, and radical functions. Additional topics of this course will include theorems and algorithms of Algebra, polynomials, rational exponents, complex numbers, sequences and series, and properties and graphs of conic sections. Problem solving will be emphasized.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Algebra I
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**ALGEBRA II HONORS 2522:** Algebra II Honors will contain all the same concepts of regular Algebra II, but in greater depth. Students will also cover introductory trigonometry.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Algebra I and Geometry with a B or higher. Geometry Honors preferred or teacher approval.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**PRE-CALCULUS/TRIGONOMETRY 2564:** Pre-Calculus/Trigonometry is a two-credit course that combines the material from *Trigonometry* and *Pre-Calculus* into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. A graphing calculator is required for this course; recommend TI-83+ Silver Edition or TI-84.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Algebra I, Geometry and Algebra II with a C or higher.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted

**PRE-CALCULUS/TRIGONOMETRY HONORS 2564(M125 / M126 ACP):** This is a dual credit course through Indiana University ACP program. Pre-Calculus/Trigonometry is a two-credit course that combines the material from *Trigonometry* and *Pre-Calculus* into one course. This course is for those students who plan on taking AP Calculus next year. It is a PRE-calculus class. It will move at a quicker pace in order to cover necessary material for AP Calculus. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. A graphing calculator is required for this course; recommend TI-83+ Silver Edition or TI-84.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Algebra I, Geometry and Algebra II with an overall GPA of 2.70 or higher.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted

**ADVANCED MATHEMATICS, COLLEGE CREDIT-CALCULUS AB, ADVANCED PLACEMENT 2544:** This course is a title covering (1) any advanced mathematics course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school or (2) any other postsecondary mathematics course offered for dual credit under the provisions of 511 IAC 6-10. This course is based on content established by the College Board. Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A graphing calculator is required for this course; recommend TI-83+ Silver Edition or TI-84.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Pre-Calculus Honors with a B- or above or permission of instructor.

<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted
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**FINITE MATHEMATICS 2530:** This course is designed for students planning to take higher-level mathematics in college and students earning an Academic Honors diploma. An emphasis will be placed on problem solving using mathematical models. Topics include set theory, counting principles, probability, introductory statistics, matrices, linear programming, game theory, Markov chains, and mathematics of finance. A scientific or graphing calculator is required for this course. This course is good for students interested in business, social science, life science, and physical science.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Algebra II or Algebra II Honors with a C- or above or teacher recommendation.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted

**STATISTICS, ADVANCED PLACEMENT 2570:** This course is 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.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Algebra II or Algebra II Honors with a C- or above or teacher recommendation.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted

**MATH LAB 2560:** This course provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana’s Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with Algebra I or Integrated Mathematics I; instead, schools should offer Algebra I Lab or Integrated Mathematics I Lab to provide students with rigorous support for these courses.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Teacher recommendation only. Must be taken in conjunction with another math course.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

<b>NOTES:</b>	This course does not count as a math credit.
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**APPLIED MATH LAB 2560A:** This course provides students with individualized instruction designed to increase math related competencies and/or mathematics coursework aligned with Indiana’s Academic Standards or Content Connectors for Mathematics.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>APPLIED UNITS:</b>	4 units maximum
<b>FULL YEAR COURSE</b>	Counts as an elective for the Certificate of Completion.

**BUSINESS MATH 4512:** This course is designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	2 credits from Algebra I, teacher recommendation only.
<b>FULL YEAR COURSE</b>	This course counts as 2 math credits toward the General Diploma only.

**APPLIED BUSINESS MATH 4512A:** This course is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of application of money management skills, navigating industry specific technology and apps, establishing and managing budgets, and maintaining inventory for products and other necessary skills that provides the foundation for students interested in careers in business related fields and everyday life. The content includes basic mathematical operations related to accounting, banking and finance, marketing, management, and retail. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>APPLIED UNITS:</b>	4 units maximum
<b>FULL YEAR COURSE</b>	Counts as an elective or math requirement for the Certificate of Completion.

**MUSIC DEPARTMENT**  
**CIVIC ARTS PATHWAYS**

<b>Band Pathway</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
Business Management (anytime during pathway)	Concert Band	Concert Band or Symphonic Band	Symphonic Band
<b>Choir Pathway</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
Business Management (anytime during pathway)	Beginning Chorus	Intermediate Chorus (girls) or chamber choir (boys)	Advanced Choir or chamber choir

**APPLIED MUSIC 4200- INSTRUMENTAL :** Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. Use of solo, small ensemble, and large ensemble music will be used to build skills in musicianship, creativity, improvisation, and technical achievement. This course is for a student who is self-motivated, and wants to advance their musicality on their chosen instrument. The student will be expected to perform at Solo and Ensemble events and other concert opportunities. Students will work independently in this course, and also one-on-one with the teacher.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	One semester in band and approval from the director.
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.

**APPLIED MUSIC PIANO 4200-** Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. Application of instruction revolves around the electronic keyboard. High school students taking this course are offered keyboard classes, including piano and electronic keyboard, in order to develop music proficiency and musicianship. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students: (1) perform with proper posture, hand position, fingering, rhythm, and articulation; (2) compose and improvise melodic and harmonic material; (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. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music. Students will be expected to perform in a recital outside of the class time during the semester.



<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	1 semester of band or choir recommended but not required.
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.

**BEGINNING CONCERT BAND 4160:** Beginning Band is a hands-on performance course which provides students with an opportunity to begin learning an instrument for the first time. This course is for students who are creative, engaged, and love music and performance, but haven't yet had an opportunity to play an instrument. Students will build skills and fundamentals of instrument performance. 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 (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills. At the completion of this course, students should be eligible to participate in the Intermediate (Concert) Band.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. 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 musical goals. Students are required to participate in performance opportunities, outside of the school day. Band is a unique opportunity to experience a class that uses multiple senses, teamwork, and builds a sense of community.

Beyond book rental fees, costs include upkeep and supplies for instruments (reeds, oils, etc.) and an instrument rental fee if you are a percussionist or are using an instrument provided by NHJ.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	Approval from the director
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.
<b>NOTES:</b>	This course is offered both semesters and may be repeated for credit.

**INTERMEDIATE CONCERT BAND 4168:** Intermediate (Concert) Band is a hands-on performance course which provides students with an opportunity to study and perform intermediate level music through the medium of band music. Concert is for students who are creative, engaged, and love music and performance. Students will continue building on the skills and fundamentals of instrument performance, including instrument tendencies. 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 (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. 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. 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 musical goals. Students are required to participate in performance opportunities, outside of the school day. Band is a unique opportunity to experience a class that uses multiple senses, teamwork, and builds a sense of community.

Beyond book rental fees, costs include upkeep and supplies for instruments (reeds, oils, etc.) and an instrument rental fee if you are a percussionist or are using an instrument provided by NHJ.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	Prior enrollment in band at ICHS or ICMS, or approval from the director.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.
<b>NOTES:</b>	This course may be repeated for credit.

**ADVANCED CONCERT BAND 4170:** Advanced (Symphonic) Band is a hands-on performance course which provides students with an opportunity to study and perform challenging and difficult music through the medium of band music. Symphonic Band is for students who are creative, engaged, and love music and performance. Students are expected to come to class with a firm understanding of how their instrument is played, so class time is dedicated to balance, blend, and ensemble techniques. 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 (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. 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. 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 musical goals. Students are required to participate in performance opportunities, outside of the school day. Band is a unique opportunity to experience a class that uses multiple senses, teamwork, and builds a sense of community.

Beyond book rental fees, costs include upkeep and supplies for instruments (reeds, oils, etc.) and an instrument rental fee if you are a percussionist or are using an instrument provided by NHJ.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	Students must have taken at least 2 semesters of Intermediate concert Band, and completed an audition before enrollment in Advanced Symphonic Band.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

<b>NOTES:</b>	This course may be repeated for credit.
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**CONCERT BAND (Marching Band) :** Beginning, Intermediate, and Advanced Concert Bands provide students with a balanced comprehensive study of music through the concert band. 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. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day will be scheduled for dress rehearsals and performances. A number of public performances will 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. Band repertoire must be of the highest caliber. Mastery of advanced wind band technique must be evident. Areas of refinement consist of advanced techniques including, but not limited to: (1) intonation, (2) balance and blend, (3) breathing, (4) tone production, (5) tone quality, (6) technique, (7) rhythm, (8) sight-reading, and (9) critical listening skills. Evaluation of music and music performances is included. It is strongly recommended that all band and color guard students participate in Marching Band during the first semester. Marching Band begins in the summer in order to prepare for the fall season of performances and competitions. In Marching Band, students refine their instrumental and marching skills in a constant effort to raise the performing level of the individual and of the group. Successful marching band requires total participation and attendance from its members. Therefore, attendance at all rehearsals and performances is mandatory. The Marching Band is one of the most recognized elements of the band program. Once the Marching Band season is over in mid October, the class then focuses on concert band literature. Marching Band students may also be required to participate in Pep Band. Students must obtain permission of the Band Director to drop this course.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	Previous band experience, or the permission of the director.
<b>NOTES:</b>	This is an extra-curricular offering and does not receive credit at this time. For more details see the band director.

**ELECTRONIC MUSIC 4202:** Electronic Music is based on the Indiana Academic Standards for High School Music Technology. Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music.

The course begins with an overview of the History of Electronic Music, and moves into Music Physics and Acoustics. From there, we'll explore recording, electronic composition, sound design, music business, and issues regarding copyright and music law.

<b>OPEN TO:</b>	Grades: 9 - 12
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<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.

**MUSIC THEORY AND COMPOSITION (L)4208:** Students taking this course develop introductory skills in the analysis of music and theoretical concepts. Students: (1) develop ear training and dictation skills, (2) compose works that illustrate mastered concepts, (3) understand choral and harmonic structures and analysis, (4) understand modes and scales, (5) study a wide variety of musical styles, (6) study traditional and nontraditional music notation and sound sources as tools for musical composition, and (7) receive detailed instruction in other basic elements of music. Students have the opportunity to experience live performances, by professionals, during and outside of the school day.

This is an introductory course that covers a wide, basic scope of music theory. Though open to all grade levels, current band, choir, and piano students who are juniors and seniors may benefit more from the Advanced Music Theory class. Students in all grades not currently enrolled in band, choir, or piano, will benefit from the side range of skills learned in this course. If you are interested in learning how to read music, begin to compose, or want to learn about different styles of music, this is a great class for you!

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.

**MUSIC THEORY, ADVANCED PLACEMENT 4210:** Music Theory, Advanced Placement is a course based on the content established by the College Board. Music Theory is intended for secondary school students who have completed music studies comparable to a first-year college course in music theory. The guidelines for the course that are published by The College Board may not match any particular college program, but they do reflect the coverage of content and level of skills typical of most first-year college courses. This course should integrate aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. The student's ability to read and write musical notation is fundamental to this course, and it is also assumed that the student has acquired at least basic performance skills in voice or on an instrument. The course also included aural, oral, and sight-singing skills equal to a first semester of collegiate ear training.

This course is detailed and rigorous, and is comparable to a first semester course of theory at the college level. If you are a serious music student, or considering music as a major in college or as a career, this course is a must! Because of the challenging nature, only students who have completed 2 years in band or choir are eligible. However, if you have studied piano or music privately in an avenue not offered by our school, you may be eligible to take this course on teacher recommendation.

If you are a student who is considering majoring in music, it is recommended that you NOT take this course before your junior or senior year. The information in this course will be vital to your entrance auditions, so taking it closer to the end of your college career is important.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	2 years of band, choir, or completion of Introduction to music theory.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted.

**CHORAL CHAMBER ENSEMBLE (L) 4180:** Choral Chamber Ensemble is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Students will learn music literacy via sight reading and music theory. Students will perform a variety of repertoire from western and non-western cultures. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.
<b>NOTES:</b>	This course may be repeated for credit.

**INTERMEDIATE CHORUS 4186:** Intermediate Chorus is based on the Indiana Academics Standards for High School Choral Music. This is a unisex competing female show choir. Students taking this course develop musicianship and specific performance skills through ensemble and solo singing. Students will be expected to sight read rhythms, melodies and harmonic progressions by the end of the first semester. Their grade will be based on ability, participation, improvement, and individual willingness to make the choir one of excellence. This ensemble will be required to perform more frequently. Most of the repertoire will be in a variety of styles from Pop to Renaissance. There will be choreography therefore students should be able to demonstrate some rhythmic ability. Auditions will be announced. This group is open to the entire school and membership in the Chorus is not required. Since it is an "auditions only" group, students wishing to participate should demonstrate considerable music ability. The music literature in this group will be more difficult than other musical groups. Participation will be mandatory for extra rehearsals and chorus performances. Since this is a "performance class," it may not be dropped unless the student has permission from the director.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	1 year in choir, passed audition
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.
<b>NOTES:</b>	This course may be repeated for credit.

**ADVANCED CHORUS 4188:** Advanced Chorus is based on the Indiana Academics Standards for High School Choral Music. This is an auditioned mixed show choir. Students taking this course develop musicianship and specific performance skills through ensemble and solo singing. Performance in this class centers on quality repertoire in diverse styles of choral literature appropriate in difficulty and range for the students. This Chorus class should provide instruction in creating, performing, and responding to music. Students develop the ability to understand and convey the composer’s intent in order to connect the performer with the audience. Students will be expected to sight read rhythms, melodies and harmonic progressions by the end of the first semester. Grades will be based on ability, participation, improvement, and individual willingness to make the choir one of excellence. This ensemble will be required to perform more frequently than Chorus. Most of the repertoire will be in a variety of styles from Pop to Renaissance. There will be choreography so students should be able to demonstrate some rhythmic ability. Auditions will be announced. This group is open to the entire school and membership in the Chorus is not required. Since it is an “auditions only” group, students wishing to participate should demonstrate considerable music ability. The music literature in this group will be more difficult than other musical groups. There will be extra mandatory rehearsals. Since this is a “performance class,” it may not be dropped unless the student has permission from the director.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	1 year in choir, passed audition
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.
<b>NOTES:</b>	This course may be repeated for credit.

**MUSIC HISTORY AND APPRECIATION 4206:** This course enables students seeking the Indiana Academic Honors Diploma to earn fine arts credit in a non-performance class. Students taking this course will explore a variety of musical styles through the understanding of music in relation to both Western and Non-Western history and culture. Grades will be determined by testing, written work, listening to, analyzing and describing music, evaluating music, and understanding relationships between music and the other arts, as well as disciplines outside of the arts. This is an independent study course only. Students will have reading assignments, computer work, and listening assignments to complete this course.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	None

<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.
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**MUSICAL THEATER 0518:** Musical Theater is based on the Indiana Academic Standards for Theater. Students in this course study the history of musical theater and its place in today's society and actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. Students taking this course focus on a specific subject related to theatre arts, such as: Shakespeare, Children's Theatre, Directing, Arts Management, and other specialized areas of study. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theater, attend and critique theatrical productions, and recognize the responsibilities and importance of individual theater patrons in their community. Students are expected to participate in after school activities for the high school musical production including every performance.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.

## SCIENCE DEPARTMENT

### REQUIRED LIFE SCIENCE COURSES

**BIOLOGY I 3024:** Through regular laboratory and field investigations, this course will provide a study of the structures and functions of living organisms and their interactions with their environment. It will also study 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 will have the 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) investigate biological questions, and problems related to personal needs and social issues. The course will include principles and applications of microbiology, human physiology, population genetics and ecology. Students will use technology to explore and present scientific information. They will also demonstrate an understanding of the impact of technology on the methods of biological research.

<b>OPEN TO:</b>	Grades: 9
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**BIOLOGY I HONORS 3024:** Biology I Honors covers the same standards as Biology I, but will be a class that will allow students to work above and beyond the standards at a more

accelerated pace. Students will study the energy and matter relationships required to maintain the organization of homeostasis. These processes allow life to occur and require the production, modification, transport, and exchange of materials. Students will study the levels of organization from subcellular structures to whole organisms. Emphasis will be placed upon the concept that the actions of genes, patterns of inheritance, and reproduction of cells accounts for the continuity of life. Students will understand that biological diversity arises through natural selection and the interaction of genes and the environment. This course will include principles and applications of microbiology, human physiology, population genetics, and ecology. Students will use technology to explore and present scientific information. Due to the rigor of this course, it is calculated as a weighted class.

<b>OPEN TO:</b>	Grades: 9
<b>PREREQUISITES:</b>	Application required
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted

**APPLIED BIOLOGY I 3025A:** This course is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>APPLIED UNITS:</b>	4 units maximum.
<b>FULL YEAR COURSE</b>	Counts as a science requirement for the Certificate of Completion

### REQUIRED PHYSICAL SCIENCE COURSES

**CHEMISTRY I 3064:** This is a laboratory course, which emphasizes investigative and problem-solving skills to prepare students for college. Students will take measurements and record scientific data requiring extensive use of the metric system, significant digits, and scientific notation. Topics covered include classification of matter, atomic theory, ionic and covalent bonding, kinetic theory, stoichiometric relationships, electron configuration, gas laws, radioactivity, solutions, and acid-base theory. Students will become familiar with the periodic table of elements, learn to write formulas, and understand the fundamental concepts of basic chemical reactions. Lab work includes building molecular models, observing basic chemical reactions, comparing the behavior of solids, liquids, and gases, conducting flame tests, mixing solutions, and testing acids, bases and salts. This course will allow students to synthesize



useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and chemical reactions. Students will have opportunities to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and social issues, and (4) learn and practice laboratory safety. There is a lab fee of \$4.00 per semester associated with this course.

<b>OPEN TO:</b>	Grades: 10
<b>PREREQUISITES:</b>	Algebra I
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**CHEMISTRY I HONORS 3064:** The same as Chemistry I (see above) with an added concentration on College Board Standards in preparation for Chemistry II and AP Chemistry. Students should be strong in reading, writing, and math. There is a lab fee of \$ 4.00 per semester associated with this course.

<b>OPEN TO:</b>	Grades: 10
<b>PREREQUISITES:</b>	Placement is based upon instructor approval, application
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted

**INTEGRATED CHEMISTRY/PHYSICS 3108:** ICP is a project and lab-based course that focuses on how stuff works and what it is made up of. The class topics include chemical interactions, electricity and magnetism, matter and types of energy, waves, and finally the different types of forces and why objects move. Students taking this class will participate in multiple experiments and computer activities, projects, discussions, demonstrations, lectures and presentations, and also videos in order to gain a thorough understanding of the concepts covered. This class fulfills the science requirements for all diplomas including the Academic Honors and Technical Honors diplomas.

<b>OPEN TO:</b>	Grades: 10
<b>PREREQUISITES:</b>	Successful completion of Biology I and Algebra I
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

### ADDITIONAL LIFE SCIENCE COURSES

**BIOLOGY II 3026:** The second year of biology builds upon topics studied in Biology I and Chemistry I. Classification, anatomy, and physiology will be studied extensively by understanding how structure relates to function. Dissections of the following organisms will give the students a visual and tactile experience: sponge, hydra, earthworm, clam, grasshopper, crayfish, starfish, perch, and frog. The final dissection project will either be a rat, pig, or shark. Students will be required to purchase a box of non-latex gloves for the dissection process. Biology II is a weighted course and is a prerequisite to Advanced Placement Biology.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	C- or higher in both Biology I and Chemistry I. Sophomores must request permission from the instructor.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted

**BIOLOGY II 3026 (BIOL L100 ACP):** This is a dual credit course through Indiana University Advanced College Project program. Focus will be on the principles of biological organization, from molecules through cells and organisms to populations. Emphasis on processes common to all organisms, with special reference to humans.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	2.70 GPA and a B or higher in Biology I and Chemistry I. Sophomores must request permission from the instructor.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted

**ANATOMY & PHYSIOLOGY 5276:** This is an advanced biology course that will present studies in Anatomy and Physiology, with the emphasis on the human body. A great amount of the time will be spent studying the various body systems, body organs, structures, and how they function. Students will apply valuable knowledge of these major body systems using several labs, technology, and major dissections. Retention of numerous vocabulary terms associated with these body systems and their functions is a key component of this course.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	C- of higher in both Biology I and Chemistry I
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted

**ENVIRONMENTAL SCIENCE 3010:** Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

<b>OPEN TO:</b>	Grades: 11- 12
<b>PREREQUISITES:</b>	None

<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.
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### ADDITIONAL PHYSICAL SCIENCE COURSES

**CHEMISTRY II 3066:** This course includes an in-depth review of many of the topics studied in Chemistry I. Additional topics include thermochemistry, reaction spontaneity, precipitation reactions, redox reactions, spectrophotometry, colligative properties of solutions, gas and acid-base equilibrium, electrochemistry, and organic chemistry. Extended laboratories, and literature investigations involve simple distillation, observing chemical changes in copper, redox titration of bleach, determining the specific heat capacity of antifreeze, mixing and testing solutions, observing color change in equilibrium systems, testing voltaic cells, and making soap. This course stresses the unifying themes of chemistry, the development of physical and mathematical models of matter and its interactions, and the methods of scientific inquiry. This course is recommended for students planning a career in science or a science related field. There is a lab fee of \$ 4.00 per semester associated with this course. This course can be taken for dual credit through Ivy Tech.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Chemistry I with a C average or permission of the instructor
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted

**PHYSICS I 3084:** This is a lab course designed to acquaint students with the concepts and principles concerning matter and energy and basic laws of physics through scientific investigation and a high degree of mathematical analysis. Topics covered include the basic laws of motion and thermodynamics, mechanics, universal gravitation, work-energy-heat relationships, kinetic theory, wave motion, light, sound, atomic and nuclear physics, electricity, magnetism, and electromagnetism. Lab work includes analysis of both straight line and curvilinear motion, utilization of calorimeters for heat measurements, work with mirrors, lenses, electric circuits, and electromagnets. Students have opportunities to: (1) acquire an awareness of the history of physics and its role in the birth of technology, (2) explore the uses of its models, theories, and laws in various careers, and (3) investigate physics questions and problems related to personal needs and social issues. This course is recommended for students planning a career in science or a related field. There is a lab fee of \$ 4.00 per semester associated with this course.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Chemistry I and Algebra II with a C average or permission of the instructor
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted

### INTERDISCIPLINARY SCIENCE COURSE

**NHJ EMPOWER ENVIRONMENTAL SCIENCE 3010:** This is an online course. Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of : environmental systems ; flow of matter and energy ; natural disasters ; environmental policy ; biodiversity ; population ; pollution ; natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Application
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

### ADVANCED SCIENCE COURSES

**CHEMISTRY, ADVANCED PLACEMENT 3060:** This course is designed to prepare students for the Advanced Placement Exam in Chemistry and follows the College Entrance Examination Board guidelines for Advanced Placement Chemistry. This exam allows students who score at a certain level to receive college credit for their work in high school. A rigorous, in-depth examination of inorganic chemistry and continued laboratory work provide the basis for this course. Students electing to take this course should have a strong math background and be highly self-disciplined. There is a lab fee of \$ 4.00 per semester associated with this course. This course can be taken for dual credit through Ivy Tech.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Chemistry II and Algebra II with a B average or permission of the instructor
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted

**NHJ EMPOWER- MARINE BIOLOGY (Advanced Science, 3092):** Whether an organism is lurking in the deep shadows of the ocean, or socializing in a school of fish, how do the fields of anatomy, physiology, and behavioral ecology unite the diversity of a marine ecosystem? In this course, Marine Biology, you will study how ocean life exists in the midst of salinity, pressure, and water circulation. To begin this journey, you will first explore how marine environments are arranged. Then, several fields will be examined, such as: food chains, anatomy and physiology of organisms, behavioral ecology, and current topics in the field. Marine Biology is only offered as an online course and students will meet with the teacher to take a final exam at the conclusion of each semester. The course is weighted, therefore students should be highly self-disciplined.

<b>OPEN TO:</b>	Grades: 11 - 12
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<b>PREREQUISITES:</b>	C- or higher in Biology I and Chemistry I, Application
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted

**KINESIOLOGY (Advanced Science, 3092):** Kinesiology is an advanced biology course. The class will be taught on a college prep level, and require some independent study. In this course students will learn about the nature and function of human movement in sport, dance, physical recreation, and adapted movement activities. Students will be analyzing daily living activities, work tasks, injury rehabilitation protocols, and movement analysis of other animals. Students will be introduced to new biomechanical terminology to extend their depth of knowledge learned in Anatomy and Physiology as well as in Physics. Labs will be conducted throughout the course, some of which may require physical activity.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Biology/Honors Biology & Anatomy with a C or higher.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted

### **SOCIAL STUDIES DEPARTMENT**

**GEOGRAPHY AND HISTORY OF THE WORLD 1570:** Students will begin the course by reviewing basic geographical concepts from middle school including the five themes of geography and basic vocabulary that students will need to continue on to the regions of the world. Next, students will explore the history and geography of the world based on region beginning with the United States and Canada, then moving on to Latin America, then Europe, then Russia, then North Africa and The Middle East, Southwest and Central Asia, then Africa south of the Sahara Desert, then Asia and finally finishing up our tour of the world with Australia, Oceania and Antarctica.

Students will engage in discussion, critical thinking, projects, as well as discussion of current events and why Geography and History matters. Students will engage in meaningful map activities and are encouraged to read and write often.

<b>OPEN TO:</b>	Grades: 9 - 10
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**APPLIED GEOGRAPHY AND HISTORY OF THE WORLD 1570A:** This course is designed to enable students to use geographical tools, skills and historical concepts to apply their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of sources, organizing information by creating graphic representations, analyzing information to understand, determine and explain patterns and trends, planning for

the future, and documenting and presenting findings orally or in writing. Students use the knowledge, tools, and skills obtained from this course in order to understand, analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>APPLIED UNITS:</b>	4 units maximum
<b>FULL YEAR COURSE</b>	Counts as a social studies requirement or elective for the Certificate of Completion.

**WORLD HISTORY AND CIVILIZATION 1548:** An historical topical survey course addressing the development of human civilization from ancient times to the modern-day. Students are exposed to the social, political, economic, geographic, and technological developments that have produced modern society. Additionally, students analyze primary-source documents and utilize technology to perform historical research and interpretation. This is a reading and writing intensive course.

<b>OPEN TO:</b>	Grades: 9 - 10
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**UNITED STATES HISTORY 1542:** U.S. History is a two semester course, which builds upon the student's knowledge of American history. The course emphasizes the key events and people in our nation's development in the late nineteenth century, the twentieth century, and the early twenty-first century. Students examine the relationship of major themes and concepts in U.S. history. The students are expected to develop the skills of historical thinking and inquiry. Students will use their skills as citizens in democratic society by engaging in problem solving and debate. This is a required course for graduation.

<b>OPEN TO:</b>	Grades: 11
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**AP UNITED STATES HISTORY 1562:** This course focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance - identity; people; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture - provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

<b>OPEN TO:</b>	Grades: 11
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course. Weighted

**APPLIED UNITED STATES HISTORY 1542A:** This course is a course that builds upon concepts of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand specific topics or the cause for changes in the nation over time.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>APPLIED UNITS:</b>	4 units maximum
<b>FULL YEAR COURSE</b>	Counts as a social studies requirement or elective for the Certificate of Completion.

**UNITED STATES GOVERNMENT 1540 (POL S Y103 ACP):** This is a dual credit course through Indiana University. This course is an introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	2.70 GPA
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course. Weighted
<b>NOTES:</b>	Students must purchase a textbook.

**UNITED STATES GOVERNMENT 1540:** Have you ever heard the statement that everyone is entitled to their opinion? This class adds a qualifier to that statement. This class will stress that, no, not everyone is entitled to their opinion. Instead, everyone is entitled to their informed opinion.

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

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

Students will be able to explain the process of how a bill becomes a law, they will partake in a unit that will help them identify where they align politically depending on the issue, and will be able to use informed argument to defend their position.

**CIVILITY IN DISCUSSIONS WITH NO PERSONAL JUDGEMENT ON OTHER STUDENTS WILL BE STRESSED.**

This class will also use current events and look closely at specific issues that contribute to the function and dysfunction of the democratic process.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.

**ECONOMICS 1514:** This course examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

The first 9 weeks will include a stock market competition for students to learn about how the stock market operates.

The second 9 weeks will include a "life" project designed to illustrate to students everything that adulthood and living in the real world entails when it comes to monthly family budgets.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.

**NHJ EMPOWER ECONOMICS 1514:** This course is completely online. It examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors,



workers, voters, institutions, governments, and societies in making decisions. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national economic performance, the role of financial institutions, economic stabilization, and trade.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Application
<b>ONE SEMESTER COURSE</b>	A CORE 40, THD and AHD course.

**APPLIED ECONOMICS 1514A:** This course examines the allocation of resources and their uses for satisfying human needs and wants. The course identifies economic behavior of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade. Students may be offered opportunities to better understand and apply course content through a variety of instructional strategies including project- and community-based instruction and real world experiences.

<b>OPEN TO:</b>	Grades: 12
<b>APPLIED UNITS:</b>	2 units maximum
<b>ONE SEMESTER COURSE</b>	Counts as a social studies requirement of elective for the Certificate of Completion.

**CURRENT PROBLEMS, ISSUES, AND EVENTS 1512:** This course gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.

**ETHNIC STUDIES 1516:** This course provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will

either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include an analysis of the political impact of ethnic diversity in the United States.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.

**INDIANA STUDIES 1518:** This is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and students will examine the participation of citizens in the political process. Selections from Indiana arts, and literature may also be analyzed for insights into historical events and cultural expressions.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.

**APPLIED INDIANA STUDIES 1518A:** This course is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. Examination of individual leaders (state or local) and their roles in a democratic society will be included. Students will examine the participation of citizens in the political process to understand their role. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>APPLIED UNITS:</b>	2 units maximum
<b>ONE SEMESTER COURSE</b>	Counts as a social studies requirement or elective for the Certificate of Completion.

**PSYCHOLOGY 1532:** This is an introductory survey course that provides a foundation for future college studies in psychology, as well as related fields. This course is designed to develop an understanding of the processes in learning, motivation, and achievement theory. Issues involving interpersonal relationships, such as decision-making, conflict resolution, and compromise will be addressed to help students understand themselves and others and to develop life-long skills. Students will be asked to evaluate theories within the context of practical life situations and applications. Students will be assessed using a variety of criteria, including

authentic learning activities in which they apply newly acquired knowledge in meaningful ways. Lastly, the course organization encompasses seven units: approaches to psychology, the life span, the workings of the mind and body, learning and cognitive processes, personality and individuality, adjustment and breakdown, and social psychology.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	None
<b>ONE SEMESTER COURSE</b>	A Core 40, THD, and AHD course.

**NHJ EMPOWER SOCIOLOGY 1534:** This is an online only course. This course provides an opportunity for students to study human social behavior and interaction from a group perspective. The sociological perspective is a distinct method of studying recurring patterns in people’s attitudes and actions and how these patterns vary across time, among cultures, and in social groups. Students will describe the development of sociology as a social science and identify methods and strategies of research. Students examine society, group behavior, and social structures through research methods using scientific inquiry. The influence of culture on group behavior is addressed through areas of content including social institutions such as the family, religion, education, economics, government, community organizations, and political and social groups. Students will also explore the impacts of social groups and social institutions on individual and group behavior and examine the changing nature of society.

<b>OPEN TO:</b>	Grades: 10 - 12
<b>PREREQUISITES:</b>	Application
<b>ONE SEMESTER COURSE</b>	A CORE 40, THD and AHD course.

**AP PSYCHOLOGY 1558 :** This course is designed to explore the systematic and scientific study of the behavior and mental processes of human beings. Throughout this school year, we are going to critically analyze, discuss, question, and discover why and how we think, act, and feel the way we do. Upon completion, you will be introduced to psychological facts, principles, and phenomena associated with each of the major subfields within psychology, ultimately answering the question: “What makes you, you?”

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

### MULTIDISCIPLINARY

**0500 Basic Skills Development (BAS SKLS):** Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high

school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana’s standards, individual school corporation general curriculum plans, and the student’s Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.

<b>OPEN TO:</b>	Grades: 9-12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	

**0520 Peer Tutoring** Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course 160 Indiana Department of Education 2021-2022 High School Course Titles and Descriptions to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Application Based
<b>FULL YEAR COURSE</b>	A Core 40, THD, AHD course.

## WORLD LANGUAGES DEPARTMENT

**GERMAN III 2044:** German III builds upon effective strategies for German language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate , sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop an understanding of German-speaking culture through recognition of the

interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture.

\*\* This course will only be offered to students that have previously taken German I and German II in order to earn their Academic Honors Diploma.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	German I & German II with a C or higher.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**SPANISH I 2120:** This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

<b>OPEN TO:</b>	Grades: 9 - 12
<b>PREREQUISITES:</b>	C or higher in English/Language arts
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**SPANISH II 2122:** This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

<b>OPEN TO:</b>	Grades: 10 - 12
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<b>PREREQUISITES:</b>	Spanish I with a C or higher
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**SPANISH III 2124:** This course is based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop an understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Spanish I & Spanish II with a C or higher
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**SPANISH IV 2126:** Spanish IV, a course based on Indiana’s Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop an understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student’s own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Spanish I, Spanish II, and Spanish III with a C or higher
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

## **CENTRAL NINE CAREER CENTER**

Central Nine programs are designed to provide students with necessary skills and knowledge to prepare them for employment in many different occupational areas, post-secondary education, or both. Central Nine educates its students with the attitudes and competencies for employment in the 21st century and beyond.

Juniors and seniors have the opportunity to enroll at Central Nine. Students are selected on the basis of sincere interest, necessary aptitudes, attendance, and past performance. Enrollees receive up to four (4) credits per semester for successful completion of the course requirements.

Students spend approximately half of the school day at Central Nine. The remainder of the school day is spent at Indian Creek in order to schedule the required courses for graduation and participate in extra- curricular activities. **Central Nine assesses an annual fee, which covers equipment, tools, materials, books, etc.** Program fees and questions should be directed to Central Nine Career Center at 317-888-4401.

**\*\* The C9 Course Catalog should be referred to for the most updated information.**

### **AVIATION**

**AVIATION MAINTENANCE I 55209:** This is a comprehensive course that familiarizes the student with Federal Aviation Regulations, weight and balance, ground operation, maintenance forms and records, non-destructive testing methods, aircraft paint and refinishing systems and the basics of aircraft welding. The course also covers various onboard systems including cabin atmospheric control systems, pressurization and fire detection/extinguishing systems. This course familiarizes students with the inspection, damage evaluation and repair of composite and wood structures, windows and fabric covering systems used on aircraft.

Central Nine Career Center works with Vincennes University for instructional services. During the senior year, the student has the potential to earn up to eight credits toward high school graduation as well as 16 credits toward the freshman year in college.

Career Opportunities: Entry-level Aviation Technician, Flight Technician,

Certification: (FAA) Students can be certified by the Federal Aviation Administration only after they successfully completed an approved course of study (two-year or four-year program) such as the one offered through Vincennes University.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.
<b>NOTES:</b>	This course meets at VU Aviation Center.

**AVIATION OPERATIONS 55289:** This course provides students with a broad-based introduction to the field of aviation. Course activities include: familiarization with aviation technology; a historic overview of the field of aviation; exploration of the current aviation environment and careers and employment opportunities in the field. Topics are focused on aircraft manufacturing, airline operations, general aviation, air-freight, airport management, and government service. Additional topics covered include: aviation safety, human factors, regulations, and certification. This course is designed to enhance the students' knowledge of the pertinent areas of aircraft basic science that comprise the scientific fundamentals applied in all areas of the aviation industry. Although not scientific in nature, the fundamental areas of the federal aviation regulations, pertinent to aviation operations, are also introduced in this course.

Flight topics will include basic aerodynamics, flight maneuvers, and aircraft power plants. Students will have the opportunity to be endorsed for the Private Pilot knowledge test.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**COSMETOLOGY I 58029:** This course offers an introduction to cosmetology with emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring business and personal ethics, and bacteriology and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. State of Indiana requires a total of 1500 hours of instruction for licensure. Clock hours set by the State Licensing Board.

Central Nine Career Center works with Paul Mitchell The School Indianapolis for instructional services. Students start the program the summer prior to their senior year and complete the program the following fall after graduation. Students must provide their own transportation to Paul Mitchell the School Indianapolis.

Career Opportunities: Product Sales and Marketing, Cosmetologist, Manicurist, Salon Owner

Certification: (Indiana State Beauty Board License) Students successfully completing the procedures and 1500 hours of required class time are eligible to take the Indiana State Beauty Board examination to become a licensed cosmetologist.

<b>OPEN TO:</b>	Grades: 11
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<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**COSMETOLOGY II 58069:** This course focuses on the development of advanced skills in styling, hair coloring, permanent waving, facials, and manicuring. Students will also study anatomy and physiology, professionalism, and salon management in relation to cosmetology.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Cosmetology I
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.
<b>NOTES:</b>	This course meets at Paul Mitchell.

### **CULINARY ARTS**

**CULINARY ARTS AND HOSPITALITY 54409:** This course prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; application of sanitation and safety principles to maintain a safe and healthy food service and hospitality environments; use and maintenance of related tools and equipment; and application of management principles. Intensive, teacher-monitored standards-based laboratory experiences with commercial applications are required and may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. Articulation with postsecondary programs is encouraged.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**CULINARY ARTS AND HOSPITALITY II 53469** This course prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and baking and pastry arts. Major topics for this advanced course include: basic baking theory and skills, introduction to breads, introduction to pastry arts, nutrition, nutrition accommodations and adaptations, cost control and purchasing, and current marketing and trends. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition, aesthetic, and sanitary selection; purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; baking

and pastry arts skills; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; and related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. *Advanced Culinary Arts* builds upon skills and techniques learned in *Culinary Arts and Hospitality Management*, which must be successfully completed before enrolling in this advanced course. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students' laboratory and work-based experiences. Students are monitored in these experiences by the *Advanced Culinary Arts* teacher. Articulation with postsecondary programs is encouraged

Certifications: Prostart and ServSafe

Career Opportunities: Chef, Line Cook, Restaurant Manager, and Hospitality Industry

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Culinary Arts and Hospitality Management I
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**INFORMATION TECHNOLOGY I 52349:** The field of network infrastructure and informatics dynamically infuses information science and technology into the lives of people at work and play. It involves studying how people interact with computers to increase productivity and enhance communication. Students will learn to critically analyze approaches to processing information and develop skills to design, implement, and evaluate the next generation of information technology tools. Students work through the Cisco networking Academy official CCNA preparation curriculum.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	2.0 GPA, C or higher in Algebra I and English 9.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**CONSTRUCTION TRADES I 55809:** This hands-on program includes both classroom and laboratory experiences. Specific skills include the formation, installation, and establishment of buildings, homes, and other structures. The attainment of these skills is put to the test as students work to construct a house! Our students develop the skills and knowledge to become work-ready in a variety of construction trades. Through these experiences they'll have opportunities to meet our local partners and community supporters while becoming OSHA certified.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None

<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.
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**CONSTRUCTION TRADES II 55789:** This course includes: formation, installation, maintenance, and repair of buildings, homes, and other structures including recent trends in the residential construction industry. Information is presented concerning materials, occupations, and professional organizations within the industry. Students will develop basic knowledge, skills, and awareness of interior trim. This course provides training installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop skills in the finishing of building exteriors. They will also explore skills in the installation of cornices, windows, doors and various types of siding used in today’s marketplace. Additionally, the course covers the design and construction of roof systems and using framing squares for traditional rafters and truss roofing.

Career Opportunities: Carpentry, Masonry, Construction Management, Building Material Sales.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**CONSTRUCTION TRADES: HVAC I 5496 (CONST HVAC I)** Construction Technology: HVAC I includes classroom and laboratory experiences focused on heat generation, ventilation, and cooling/refrigeration systems. This course introduces scientific and mathematical principles applicable in the installation, operation, and maintenance of HVAC systems. Types of units, parts, basic controls, functions, and applications will be covered. Additional topics include tool and meter use, temperature measurement, heat flow, the combustion process, and pipe installation practices. This course also emphasizes health, safety, and welfare standards and codes as mandated by professional and governmental agencies. • Recommended Grade Level: 11, 12 • Recommended Prerequisites: Introduction to Construction • Credits: 2 semester course, 2 semesters required, 1-3 credits

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

## HEALTH SCIENCES

**DENTAL CAREERS I 52039:** This course prepares the student for an entry level dental assisting position. Emphasis is placed on the clinical environment, chair-side assisting, equipment/instrument identification, tray set-ups, sterilization, and characteristics of microorganisms and disease control. In addition, oral, head and neck anatomy, basic embryology, histology, tooth morphology, charting dental surfaces, and illness are all introduced. Simulated in-

school laboratories and/or extended laboratory experiences are also included to provide opportunities for students to further develop clinical skills and the appropriate ethical behavior.

Certification: DANB: Dental Assisting National Board

Career Opportunities: Dental Assistant, Expanded Functions Dental Assistance, Dental Administration, Dental Hygienist, Dental Lab Technician

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**DENTAL CAREERS II 5204:** This course is a course designed to provide the dental assisting student with specific knowledge of administrative planning, book-keeping, recall programs, banking, tax records, computer software, insurance, office practice and management as related to the dental office. In addition, students will practice Oral and Maxillofacial Surgery, Periodontics, Endodontic, Prosthodontics, Pediatric Dentistry, and Orthodontics. Opportunity for increased skill development in clinical support and business office procedures is routinely provided. The importance of the clinical behavior of materials and biological factors are also stressed. Leadership skills are developed and community service provided through HOSA. Students have the opportunity to compete in a number of competitive events at both the state and national level.

Career Opportunities: Dental Assistant, Expanded Functions Dental Assistance, Dental Administration, Dental Hygienist, Dental Lab Technician

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Dental Careers I
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**EARLY CHILDHOOD EDUCATION 54129:** This course prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course 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. Students

examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills.

Career Opportunities: Elementary School Teacher, Preschool Teacher, Childcare Center Director, Family Support Specialist.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

### **PROJECT LEAD THE WAY – BIOMEDICAL SCIENCES**

**PRINCIPLES OF BIOMEDICAL SCIENCES 52189:** This course provides an introduction to this field through “hands-on” projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme throughout 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. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Biology I with a C or higher
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.
<b>NOTES:</b>	Principles of Biomedical Sciences is taught in conjunction with Human body Systems &.Anatomy

**HUMAN BODY SYSTEMS PLTW 52169:** This course is 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 interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Biology I with a C or higher
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.
<b>NOTES:</b>	Human Body Systems is taught in conjunction with Principles of Biomedical & Anatomy

**MEDICAL INTERVENTIONS PLTW 52179:** This course studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve the quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Principles of biomedical science and Human body systems.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**BIOMEDICAL INNOVATION PLTW 52199:** is a capstone course designed to give students the opportunity to design innovative solutions for the health challenges of the 21st 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. Medical Interventions is taught in conjunction with Biomedical Innovation.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Principles of biomedical science and Human body systems.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**HEALTH SCIENCES EDUCATION I 52829:** This course includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, an introduction to health care systems, anatomy, physiology, and medical terminology. Leadership skills developed through HOSA participation are also included. Lab

experiences are organized and planned around the activities associated with the student's career objectives. Job seeking and job maintenance skills, personal management skills, self-analysis to aid in career selection and completion of the application process for admission into a post-secondary program of their choice are also included in this course.

Career Opportunities: Home Health Aide, Child Care Worker, Office Assistance, Medical Records Technician.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**ANATOMY & PHYSIOLOGY 52769:** In this course students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeletal, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**MEDICAL TERMINOLOGY 52749:** This course prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings taught within the context of body systems. This course builds skills in pronunciation, spelling, and defining new words encountered in verbal and written information. Students have the opportunity to acquire skills in interpreting medical records and communications accurately and logically. Emphasis is on forming a foundation for a medical vocabulary including meaning, spelling, and pronunciation. Medical abbreviations, signs, and symbols are included.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**HEALTH SCIENCES EDUCATION II: NURSING 52849:** This course is an extended laboratory experience at the student's choice of clinical site designed to provide students the opportunity to assume the role of nurse assisting and practice technical skills previously learned in the classroom, including information on the health care system and employment opportunities at a

variety of entry levels, an overview of the health care delivery systems, health care teams and legal and ethical considerations. It prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses. These knowledge and skills include recording patient medical histories and symptoms, providing medicine and treatments, consulting doctors, operating and monitoring medical equipment, performing diagnostic tests, teaching patients and families how to manage illness or injury, and perform general health screenings. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in the field of nurse assisting, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program

Certification: CAN (Certified Nursing Assistant). Students who successfully complete the academic and attendance requirements will qualify to sit for the certification exam.

Students in this program: Must be 17 by 11/1, have a valid driver's license, reliable transportation, proof of liability insurance, clean discipline record, GPA of 2.0 or higher, clean criminal history, and 2 step PPD (Tuberculosis skin test).

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Application and interview with instructor
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**HEALTH SCIENCES EDUCATION II: SPECIAL TOPICS: MEDICAL ASSISTING 52869:** This course is an extended laboratory experience designed to address the advancement and specialization of health care careers allowing schools to provide a specialized course for a specific healthcare workforce need in the school's region. It prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed health practitioners. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program. Course standards and curriculum must be tailored to the specific healthcare profession preparing students to advance in this career field.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Strong in math, English, and science
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**HEALTH SCIENCES EDUCATION II: SPECIAL TOPICS: ATHLETIC TRAINING/EXERCISE SCIENCE 5290:** This course is an extended laboratory experience at a qualified clinical site designed for students to observe and shadow a professional in the field. Career fields of



interest include: Athletic Trainer, Exercise Science/Physiology, Physical Therapy, Occupational Therapy, Physical Therapy Assistant, and Exercise Physiologist. This course will be taught by a professional from the field. Students will meet once a week at Central Nine and spend the other four days a week at a clinical site.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Health Science I or comparable science core/electives
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**LANDSCAPE MANAGEMENT I 51369:** Students have the opportunity to complete landscape projects for homes and businesses while maintaining Central Nine’s compass. Students also study Aquaponics through the raising of tilapia and crawfish farming. This program covers irrigation, equipment, maintenance, hydroponics, and greenhouse management. Students participate in FFA and have chapter opportunities for leadership.

Career Opportunities: Landscape Design, Landscape Management, Greenhouse Operations/Management, and Golf Course or Park Maintenance.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**PRECISION MACHINING I 57829:** This course is designed to provide students with a basic understanding of the precision machining processes used in industry, manufacturing, maintenance, and repair. The course instructs the student in industrial safety, terminology, tools and machine tools, measurement and layout. Students will become familiar with the setup and operation of power saws, drill presses, lathes, milling machines, grinders and an introduction to CNC (computer controlled) machines.

Career Opportunities: CNC Machinist, CNC Operator, Tool Maker, Quality Control Inspector, Mold Maker

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	Algebra I & geometry recommended
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**WORK BASED LEARNING 52569:** This course is a College and Career Readiness course that is designed to provide opportunities for students to explore careers that require additional degrees or certifications following high school. The emphasis of the experience is on applying skills developed through instruction and on learning new career competencies at the internship site. The internship is tailored to the unique needs and interests of the student and is considered a high school capstone experience towards fulfillment of the student's meaningful

future plan. Upon completion of the internship, students will review and revise their College and Career plans. A training agreement outlines the expectations of all parties: the intern, parent/guardian, site supervisor/mentor, internship supervisor, and the school. Students participating in these structured experiences will follow class, school, business/industry/organization, State, and Federal guidelines. Internships may be paid or unpaid and must include a classroom component (such as a series of seminars, workshops, or class meetings) and regular contact between the interns and internship coordinator.

Students will need to have: Complete an application, Earned all credits for graduation, Passed ECA exams, Excellent Attendance, Clean discipline record, Minimum GPA of 2.0 out of 4.0, At least three outstanding recommendations from certified school personnel, Reliable transportation, Valid Driver's License, Requested an internship in a career field in accordance with his/her meaningful career plan, Proof of health insurance.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	95% attendance for junior year, 3 recommendation letters, no disciplinary actions, C or higher in pathway courses, clear defined pathway, application, and interview.
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

### **PROTECTIVE SERVICES**

**CRIMINAL JUSTICE I 58229:** This course introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**EMERGENCY MEDICAL SERVICES 52109:** This course prepares students for a State certification which could lead to a career in Emergency Medical Services such as an Emergency Medical Technician or Paramedic. This course is designed for persons desiring to perform emergency medical care. Students will learn to recognize the seriousness of the patient's condition, use the appropriate emergency care techniques and equipment to stabilize the patient, and transport them to the hospital. This course also addresses the handling of victims of hazardous materials accidents. It covers theories, techniques, and operational aspects of pre-

hospital emergency care with the scope and responsibility of the basic emergency medical technician. It requires laboratory practice and clinical observation in a hospital emergency room and ambulance. Participation in HOSA affords the student the opportunity to compete in a variety of competitive events, specifically CPR/First Aid and EMT, at both the state and national Students must be 18 before April 1.

**Certification:** EMT Basic

Career Opportunities: Ambulance EMT, Emergency Room EMT, Dispatcher in communications center, Paramedic

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**FIRE AND RESCUE I 58209:** Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions

Career Opportunities: Volunteer Firefighter, Hazardous Materials Responder, Fire Investigator, fire Inspector.

Certification: (Firefighter I and II) After successful completion of the one-year curriculum, students may qualify for and take the written and practical exam to be certified as a Firefighter.

<b>OPEN TO:</b>	Grades: 11 -12
<b>PREREQUISITES:</b>	Must be 17 by April 1
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

## TRANSPORTATION

**AUTO COLLISION REPAIR TECHNOLOGY I 55149:** This course includes classroom and laboratory experiences concerned with all phases of the repair of damaged vehicle bodies and frames, including metal straightening; smoothing areas by filing, grinding, or sanding; concealment of imperfections; painting; and replacement of body components including trim. Students examine the characteristics of body metals including the installation of moldings, ornaments, and fasteners with emphasis on sheet metal analysis and safety. Course coverage also includes instruction in personal and environmental safety practices as related to OSHA and other agencies that affect individuals working in the ground transportation technology areas. Additional instruction is given in the course on measurement principles and automotive

fasteners. Instruction should also emphasize computerized frame diagnosis, computerized color-mixing, and computerized estimating of repair costs. Additional academic skills taught in this course include precision measurement and mathematical calibrations as well as scientific principles related to adhesive compounds, color-mixing, abrasive materials, metallurgy, and composite materials.

Career Opportunities: Auto Body Shop Owner/Technician, Paint and Frame Specialist, Insurance Claim Adjuster

<b>OPEN TO:</b>	Grades: 11 -12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**AUTO COLLISION REPAIR TECHNOLOGY II 55449:** This course introduces concepts in auto paint considerations with emphasis on the handling of materials and equipment in modern automotive technologies. Instruction should build on concepts learned in Automotive Collision Repair Technology I such as computerized frame diagnosis, computerized color-mixing, and computerized estimating of repair cost. Additional academic skills taught in this course include precision measurements and mathematical calibrations as well as scientific principles related to adhesive compounds, color-mixing, abrasive materials, metallurgy, and composite materials.

Career Opportunities: Auto Body Shop Owner/Technician, Paint and Frame Specialist, Insurance Claim Adjuster

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Auto collision Repair I
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**AUTOMOTIVE SERVICES TECHNOLOGY I 55109:** This is a one year course that encompasses the sub topics of the NATEF/ ASE identified areas of Steering & Suspension and Braking Systems. This one-year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one-year offering must meet the NATEF program certifications for the two primary areas offered in this course. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. Mathematical skills will be reinforced through precision measuring activities and cost estimation/ calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

Career Opportunities: Automotive Service Technician/Management, Parts Manager, Specialty Shop Technician, Dealership Sales and Service

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**AUTOMOTIVE SERVICES TECHNOLOGY II 55209:** This course is a one year course that encompasses the sub topics of the NATEF/ASE identified areas of Electrical Systems and Engine Performance. This one year course offerings may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions/differentials, automatic transmissions, air conditioners, and engine repair should be covered as time permits. This one-year offering must meet the NATEF program certifications for the two primary areas offered in this course. Mathematical skills will be reinforced through precision measuring activities and cost estimation/calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

Career Opportunities: Automotive Service Technician/Management, Parts Manager, Specialty Shop Technician, Dealership Sales and Service

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**DIESEL SERVICE TECHNOLOGY I 56209:** This course includes classroom and laboratory experiences concerned with all phases of repair work on diesel engines used to power buses, ships, trucks, railroad trains, electrical generators, construction machinery, and similar equipment. Instruction and practice is provided in the diagnostics and repair of engines, brakes, electrical/electronic systems, suspension and steering. Students will demonstrate the performance of these tasks as defined by ASE/NATEF standards. Use of technical manuals, hand and power tools and of testing and diagnostic equipment are also studied in the course. Advanced mathematical skills will be reinforced through precision measuring activities and estimation/calculation exercises. Scientific principles covered in this course include viscosity, friction, thermal expansion, and compound solutions. Written and oral communication skills will also be stressed to improve students' abilities to work with colleagues, customers, and supervisors.

Career Opportunities: Truck Service and Repair Technician, Parts and Service Advisor, Construction Equipment Technician.

Certification: (NATEF) The program is certified by NATEF (National Automotive Training Educational Foundation), which administers the ASE (Automotive Service Excellence) certification process.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

## VISUAL COMMUNICATIONS

Please Note: Students who sign up for Visual Communications take Graphic Design and Layout one year and Computer Illustration and Graphics the following year.

**GRAPHIC DESIGN AND LAYOUT 55509:** This course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**GRAPHIC IMAGING TECHNOLOGY 5572:** Graphic Imaging Technology will include organized learning experiences that focus on theory and laboratory activities in pre-press, press and finishing operations. Emphasis will be placed on elements of design and layout leading to computerized electronic image generation, plate preparation, pressroom operations, and finishing techniques. Instructional activities will enhance students' language arts skills through the use of proofreading, spelling, and punctuation exercises. The course will include actual production processes in conjunction with classroom assignments embracing the technologies of printing, publishing, packaging, electronic imaging, and their allied industries.

**Certification:** (GAERF PrintED) the program is accredited by the Graphic Arts Education and Research Foundation (GAERF) PrintED, ensuring quality curriculum and instruction. Students may take an online examination at the completion of the program.

<b>OPEN TO:</b>	Grades: 11 - 12
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<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**VETERINARY CAREERS I 5211** This is a lab intensive course that introduces students to animal care and veterinary medicine while using field experiences to attain necessary skills. Students will learn and demonstrate standard protocols used in veterinary careers. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program. Participation in HOSA or FFA encourages development of leadership, communication, community service and career related skills.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**VETERINARY CAREERS II 52129:** This course is designed as an extended laboratory experience at the student's choice of clinical site; usually clinics, animal hospitals, or research laboratories, designed to provide students the opportunity to assume the role of a veterinary assistant and practice technical skills previously learned in the classroom, including information on the health care system and employment opportunities at a variety of entry levels, an overview of the health care delivery system, health care teams and legal and ethical considerations. It prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals, and home health agencies under the direction of licensed veterinarians. In addition, students will learn skills for monitoring and caring for animals before and after surgery, maintain and sterilize surgical instruments, clean and disinfect kennels and operating rooms, provide emergency first aid to animals, give medication, do routine lab tests, feed and bathe animals, and collect fluid or tissue samples. This course also provides students with the knowledge, attitudes and skills needed to make the transition from school to work in health science careers, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program. Participation in HOSA of FFA encourages development of leadership, communication, community service and career related skills.

<b>OPEN TO:</b>	Grades: 12
<b>PREREQUISITES:</b>	Application & interview with instructors, Vet Careers I
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

**WELDING TECHNOLOGY I 57769:** This course includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding.

This course is designed for individuals who intend to make a career as a Welder, Technician, Sales, Designer, Researcher or Engineer. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

<b>OPEN TO:</b>	Grades: 11 - 12
<b>PREREQUISITES:</b>	None
<b>FULL YEAR COURSE</b>	A Core 40, THD, and AHD course.

#### DIPLOMA REQUIREMENTS CLASS OF 2020 - 2022

<b>Indiana Core 40 Course and Credit Requirements</b>	
<b>English/ Language Arts</b>	<b>8 credits</b>
	<b>Including a balance of literature, composition and speech.</b>
<b>Mathematics</b>	<b>6 credits (in grades 9-12)</b>
	<b>2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II Or complete Integrated Math I, II, and III for 6 credits. Students must take a math or quantitative reasoning course each year in high school</b>
<b>Science</b>	<b>6 credits</b>
	<b>2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course</b>
<b>Social Studies</b>	<b>6 credits</b>
	<b>2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World</b>



<b>Directed Electives</b>	<b>5 credits</b>
	<b>World Languages</b> <b>Fine Arts</b> <b>Career and Technical Education</b>
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>Electives*</b>	<b>6 credits</b> <b>(College and Career Pathway courses recommended)</b>
<b>40 Total State Credits Required</b>	

**Core 40 with Technical Honors** diploma, students must: *(minimum of 47 credits)*

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. State approved, industry recognized certification or credential, or
  2. 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,
      - A. Any one of the options (A - F) of the Core 40 with Academic Honors
      - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
      - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math75
      - D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

**Core 40 with Academic Honors** diploma, students must: *(minimum of 47 credits)*

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits  
(6 credits in one language or 4 credits each in two languages).
  - Earn 2 Core 40 fine arts credits.
  - Earn a grade of a “C” or better in courses that will count toward the diploma.
  - Have a grade point average of a “B” or better.
  - Complete one of the following:
    - A. Earn 4 credits in 2 or more AP courses and take the corresponding AP exams

- B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
- C. Earn two of the following:
  - 1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
  - 2. 2 credits in AP courses and corresponding AP exams,
  - 3. 2 credits in IB standard level courses and corresponding IB exams.
- D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
- E. Earn an ACT composite score of 26 or higher and complete written section
- F. Earn 4 credits in IB courses and take corresponding IB exams.
- G. This chart is a current list of courses, offerings will be dependent on staffing.

### **DIPLOMA REQUIREMENTS CLASS OF 2023 AND BEYOND**

**Beginning with the graduating class of 2023, Indiana high school students must satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options:**

1. Earn one of the following High School Diploma designation options:
  - General Diploma;
  - Core 40 Diploma;
  - Academic Honors Diploma;
  - Technical Honors Diploma.
2. Learn and Demonstrate one of the following Employability Skills options:
  - Completion of a service-based learning experience ;
  - Completion of a work-based learning experience.

**AND**

3. Demonstrate one of the following Postsecondary-Ready Competencies:
  - Honors diploma: Fulfill all requirements of either the Academic or Technical Honors diploma;
  - ACT: Earn the college-ready benchmark scores;
  - SAT: Earn the college-ready benchmarks scores;

- Armed Services Vocational Aptitude Battery (ASVAB): Earn at least a minimum Armed Forces Qualification Test (AFQT) score to qualify for placement into one of the branches of the US military;
- State- and Industry-recognized Credential or Certification;
- State-, Federal-, or Industry-recognized Apprenticeship;
- Career-Technical Education Concentrator: Earn a C average or higher in at least six (6) high school credits in a career sequence; (See page 10 and 72 for more details)
- AP/Dual Credit: Earn a C average or higher in at least three (3) courses;

ADVANCED COURSE OPTIONS		
AP Courses	Honors Courses	Dual-Credit Courses
AP Calculus	Algebra II Honors	AP Chemistry (5 cr.)
AP Chemistry	Biology Honors	Chemistry II (3cr)
AP Language	Chemistry Honors	Health Science Education I (3 cr.)
AP Literature	English 10 Honors	Medical Terminology (3 cr.)
AP Music Theory	English 9 Honors	Government (3 cr.)
AP Psychology	Geometry Honors	Biology II (5 cr.)
AP Statistics		Pre Calculus/Trig Honors (5 cr.)
AP US History		English 12 Dual Credit (6 cr.)
		Agribusiness Management
		Animal Science
		ALS Animals
		Culinary
		Early Childhood Education
		Education Professions
		Landscape Management
		Plant and Soil Sciences
		Spanish IV

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## CAREER AND TECHNICAL EDUCATION PATHWAYS

Any pathway at Central Nine Career Center will fulfill this requirement. The pathways listed below are offered here at ICHS.

### **AGRICULTURE PATHWAYS**

#### **AGRICULTURE POWER, STRUCTURE & TECHNOLOGY SYSTEMS**

Principles of Agriculture

Ag Power Structure

Ag Structures, Design & Fabrication

#### **ANIMAL SYSTEMS**

Principles of Agriculture

Animal Science

ALS: Animals

#### **HORTICULTURE**

Principles of Agriculture

Horticulture NLPS

Greenhouse and Soilless Production

#### **PLANTS**

Principles of Agriculture

Plant and Soil

ALS: Plants and Soils

### **BUSINESS & MARKETING PATHWAYS**

#### **Business**

Business Management

Management Fundamentals

Accounting Fundamentals

#### **Accounting**

Business Management

Accounting Fundamentals

Advanced Accounting

## **EDUCATION AND TRAINING**

### **TEACHING**

Principles of Teaching  
Child and Adolescent Development  
The Exceptional Child

### **FASHION TEXTILES AND DESIGN**

Introduction to Fashion and Textiles  
Fashion and Textile Careers I  
Fashion and Textile Careers II

## **HOSPITALITY AND HUMAN SERVICES**

### **CULINARY**

## **STEM INFORMATION TECHNOLOGY**

### **COMPUTER SCIENCE PROGRAMMING**

Principles of Computing  
IT Fundamentals  
IT Support and Service

## **CIVIC ARTS**

### **BAND**

Business Management  
Concert band  
Concert band OR Symphonic Band  
Symphonic Band

### **CHOIR**

Business Management  
Beginning Chorus  
Intermediate Chorus OR Chamber choir  
Advanced Choir OR Chamber Choir

### **ART**

Business Management  
2D/ADV 2D art OR 3D/ ADV 3D art  
2D/ADV 2D art OR 3D/ ADV 3D art

Drawing/ photography/ digital design/ painting  
Viscom/ Internship