

# EAST NOBLE HIGH SCHOOL

## *Course Description Handbook* *2024-2025*



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



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# I. EAST NOBLE HIGH SCHOOL STAFF

## TEACHING STAFF

Amstutz, Luke –Strength/Conditioning

Arnett, Brenda – English

Asher, Brandi – English

Barber, Charlie – English

Barnes, Amy – Business

Blackman, Amanda – Visual Art

Block, Kelly - Spanish

Bolinger, Laura - Special Education

Booth, DeAnn – Math /PE

Burtch, Daniel - Social Studies

Campos, Dunia – Spanish

Cary, Michael – Instrumental Music

Clark, Jessica – Math

Cook, Danielle – Visual Arts

Cook, Kevin – Science

David, Katie - Social Studies

Delashmit, Melinda – Special Education

Demske, Carrie – Special Education

DeWitt, Amy – Math

DiFederico, Brooke - Social Studies

Drew, Gavin - Theatre Arts

Edwards, Aaron - Math

Fitzgerald, Abigail - Social Studies

Fromholz-Inman, Jessica - Science

Gingerich, Devin – Math

Gonzalez, Gloria - Special Education

Hannon, Morgan – FACS

Haywood, Doug - Math

Hoagland, Dave - Business

Holcomb, Carol - Business

Hull, Jessica – Visual Arts

Isaacs, Britain - Social Studies

Joest, Cindy - Business

Julian, Braden - Science

Kimmel, Jesse – Agriculture

Kimmel, Shawn – Science

Klinker, Madison – Science

Liepe, Mark – Science

Mazur, Lisa – Math

Mettert, Chris - Vocal Music

Weimer, Nate - Special Education

Ohms, Kelli - Special Education

Ortiz, Tara – FACS

Pepple, Ryan - Special Education

Potter, Linda - Special Education

Prater, Carissa – Science

Probst, Katie - Health/PE

Rexroad, Brian – Math

Richhart, Nolan - Social Studies

Riesen, Sam - Social Studies

Savage, Emily - Special Education

Schmidt, Michelle – English

Sible, Darren – English

Starkel, Ryan - Health/PE

Strasser, Dawn – English

Trappe, Chris - DHH Teacher

Wait, Cody - Health/PE

Wells, Jennifer - English/Yearbook

White, Suzette - Special Education

Wilson, Rob - Instrumental Music

Yoquelet-Gingerich, Alyssa – English

Yuska, Jennifer – French



## ADMINISTRATION / COUNSELORS

Principal	Kathy Longenbaugh
Assistant Principal	Josh Schache
Assistant Principal	James Graham
Interim Athletic/Activities Director	Luke Amstutz
Assistant Athletic/Activities Director	Brandon Durnell
Guidance Director/9th Grade Counselor	Lindy Munson
10th Grade Counselor	Cory Jacquay
11th Grade Counselor	Terri Salway
12th Grade Counselor	Nicolette Benedict
Alternative Learning Center Director	Rachel Ruse

## SECRETARIAL STAFF

Principal's Secretary/Treasurer	Nicole Gisel
Assistant Principals'/Attendance Secretary	Tori Skidgel
APC Secretary	Cindi Lower
Athletic/Activities Director Secretary	Danielle Erwin
Guidance Counselors' Secretary	Shannon Leman
Main Office Receptionist	Cheryl Landgraff

## INSTRUCTIONAL ASSISTANTS

Melissa Amburgey	Tina Collett	Brenda Leas	Taneka Trubey
Amy Carpenter	Lynn Englehart	Cynthia Lower	Skyla Turner
Dara Childers	Heidi Fifer	Jennifer Kitzmiller	Lynne Wahlstrom
Elizabeth Phillips	Cassidy Koons	Karla Schooley	Monse Gloria

## AUXILIARY STAFF

School Resource Officer	Justin Beall
Head Custodian	Dean Baker
Cafeteria Manager	Janice Engerman
School Nurse	Jessica James

To reach any staff member via email, simply use the first initial of their first name with their full last name (no spaces or caps) @eastnoble.net. For example: Kathy Longenbaugh – klongenbaugh@eastnoble.net



## II. BELL SCHEDULES

### DAILY SCHEDULE

<b>Period 1</b>	<b>7:45 - 8:55</b>
<b>Period 2</b>	<b>9:01 - 10:11</b>
<b>Period 3</b>	<b>10:17 - 11:27</b>

*VOCATIONAL STUDENTS LEAVE AT 11:20*

<b>Period 4</b>	<b>11:33 - 1:13</b>
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Lunch A 11:33 – 12:03

Lunch B 12:08 - 12:38

Lunch C 12:43 - 1:13

**Academic Lab 1:18 - 1:42**

<b>Period 5</b>	<b>1:48 - 2:58</b>
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### 45 Minute Collaboration

<b>Period 1</b>	<b>8:30 - 9:33</b>
<b>Period 2</b>	<b>9:39 - 10:42</b>
<b>Period 3</b>	<b>10:48 - 11:51</b>

*VOCATIONAL STUDENTS LEAVE AT 11:20*

<b>Period 4</b>	<b>11:56 - 1:42</b>
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Lunch A 11:56 - 12:26

Lunch B 12:32 - 1:02

Lunch C 1:12 - 1:42

<b>Period 5</b>	<b>1:48 - 2:58</b>
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### Two-Hour Delay Schedule

<b>Period 1</b>	<b>9:45 - 10:30</b>
<b>Period 2</b>	<b>10:36 - 11:21</b>
<b>Period 3</b>	<b>11:27 - 12:12</b>

*VOCATIONAL STUDENTS LEAVE AT 11:20*

<b>Period 4</b>	<b>12:17 - 1:57</b>
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Lunch A 12:17 - 12:47

Lunch B 12:52 - 1:22

Lunch C 1:27 - 1:57

<b>Period 5</b>	<b>2:03 - 2:58</b>
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### Virtual Learning Schedule

<b>Period 1</b>	<b>9:30 - 10:10</b>
<b>Period 2</b>	<b>10:15 - 10:55</b>
<b>Period 3</b>	<b>11:00 - 11:40</b>

*Lunch 11:40 – 12:05*

<b>Period 4</b>	<b>12:05 - 12:45</b>
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<b>Period 5</b>	<b>12:50 - 1:30</b>
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### III. POINTS OF EXPLANATION

*The following are explanations of various points, terms and practices at East Noble High School.*

**ACADEMIC LAB** - Students will have a 24-minute Academic Lab period to be used for the following: meet with teachers for additional assistance, extended time to complete a test, study groups, complete missed science labs and other missed work, and individualized study time. Two days per week, students will have the opportunity to participate in extracurricular activities during this 24-minute period.

**APPROVAL COURSES** - The following courses must be approved prior to registration: Show Choir, Jazz Band, Impact Classes, Career Internships, Learning Partners, Student Assistant.

**CLASS SCHEDULE CHANGES** – Class schedule changes can be made for the first five days of each trimester. After that date, approval must be given by the administration. Teacher requests cannot be accommodated.

**CLASS LOAD** - Each student is required to carry five subjects per term (study hall is not an option). Students can earn 60 credits during their four years of high school.

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

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

Students who fail to achieve the above credit levels will be placed on Academic Probation. Students placed on Academic Probation must be considered in good standing (passing all 5 courses) to attend semi-formal or prom. Once a student earns enough credits to be back on track, they will be removed from Academic Probation.

**ADVANCED PLACEMENT COURSES** - Advanced Placement courses provide students with the opportunity to earn college credits and meet the requirements for earning an Academic Honors Diploma. Courses offered for Advanced Placement credits include AP Biology, AP Precalculus, AP Calculus AB, AP Chemistry, AP Composition (junior English), AP Literature (senior literature), AP Government, AP Human Geography, AP Studio Art, AP U.S. History, AP Modern History, AP Computer Science Principles and AP Computer Science Application. Students earning a 3, 4, or 5 on the end of course test will be recognized as completing college level coursework and able to earn college credits through most colleges and universities across the United States. It is important for students to verify with their post-secondary institution the needed score to earn college credit. There is a fee for each AP test; however, students on track to earn an Academic Honors Diploma will be able to take the test with no fee. There is also an opportunity to earn dual credit with most AP courses for students meeting specific testing requirements.





**COLLEGE COURSES/CORRESPONDENCE CREDIT** – Courses taken at 2 year /4 year colleges will be evaluated on an individual basis regarding the award of dual high school credit. Students must see their school counselor prior to such enrollment. Correspondence school credit may be accepted from an institution accredited through a regional association such as the North Central Association.

**COURSE RETAKE POLICY** – Student may retake the exact course for a better grade (not through an online credit recovery program, unless it is a failing grade). The best grade remains on the transcript with no additional credit awarded.

**COURSE SELECTION** – Designing your schedule is a serious decision. The high school master schedule is developed based on student course requests in March. Once classes are scheduled, it will be difficult to change classes because many of the classes will have maximum enrollment and the master schedule will have been built. Courses should be selected with post-secondary plans in mind. Students are expected to enroll in 5 credits per trimester.

**EXTRACURRICULAR REQUIREMENTS** - Students who want to participate in extracurricular activities must be enrolled in and pass the equivalent of four courses each grading period. Specific activities such as, but not limited to this are all athletics, cheerleading, show choir, marching band, theatre productions, and FFA competitions. Students are responsible for making sure they are enrolled in five classes and maintain passing grades throughout the year. Taking a class for audit or non-credit does not count towards eligibility.

**GRADUATION** – Commencement exercises include those students who have successfully completed all requirements for graduation as certified by the East Noble High School principal a minimum of two days before the date of graduation. Students must attend graduation practice to participate in the graduation ceremony.

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

In addition to earning 47 credits to graduate from East Noble High School, students are also required to complete the Indiana Graduation Pathway requirement and complete the East Noble High School Exit Interview to earn a diploma. One credit will be earned upon completion of the Exit Interview.

Early Graduation – A student wishing to graduate at the end of 2<sup>nd</sup> trimester in their senior year must make a formal request through his/her school counselor. This should be submitted at the time of scheduling during the end of the student's junior school year. All graduation requirements are to be completed by the early graduation date. Students may graduate at the end of Term 2 of their senior year, if all credits have been earned and graduation pathway requirements have been passed. *Students are not eligible to attend a vocational program or participate in co-curricular activities if they plan to graduate early.*

Core 40 Diploma – All students are expected to complete the minimum requirements of the Core 40 diploma. This is the standard expected by Indiana post-secondary institutions. If a student is not able to meet these minimum requirements, the student along with his/her parents must meet with the principal to request a waiver.



To receive the waiver, evidence of academic progress and effort must be shown.

- A. Student must complete a minimum of 47 high school credits.
- B. See course requirement insert as mandated by the State of Indiana.

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

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

### **HIGH HONORS DIPLOMA (VALEDICTORIAN/SALUTATORIAN/TOP 10**

**HONORS)** - East Noble High School will select a class Valedictorian and Salutatorian at the conclusion of the second trimester of their senior year. ENHS reserves the right to re-assign these titles upon the occurrence of a student's neglect of their academic performance during the final trimester at ENHS. The following criteria will be used to determine the Valedictorian, Salutatorian and Top 10 students:

- A. Highest cumulative GPA of senior students who qualify for High Honors Diploma
- B. High Honors Diploma are awarded to students that fulfill all of the following requirements by the end of 2<sup>nd</sup> trimester senior year.
  - On track for Academic Honors Diploma
  - A minimum of 10 Advanced Placement credits (AP)
  - A minimum of 55 credits earned
  - Independent study AP courses will not qualify towards a High Honors Diploma.

In the event that we have multiple students that have fulfilled the aforementioned criteria and have the same GPA, the following tie-breaking mechanism will be employed for placement:

- A. 1st- Number of AP credits earned
- B. 2nd-SAT/ACT score (by February of senior year). Super-scoring will be allowed

**TRIMESTERS** - East Noble High School follows a Trimester Schedule. This schedule places students in five periods per day, three terms per year. Each class meets daily for 70 minutes for a 60-day term. Students will be eligible to earn 60 credits during their four years. It is important for students to understand that a two-term course could meet during any of the following combinations: 1<sup>st</sup> and 2<sup>nd</sup> terms, 2<sup>nd</sup> and 3<sup>rd</sup> terms, or 1<sup>st</sup> and 3<sup>rd</sup> terms.





## IV. COLLEGE & CAREER FOCUS

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

### College & Career Highlights

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

Field trip to IMPACT Institute

Complete four-year graduation plan with their counselor

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

Complete college and career readiness assessments in Naviance

**Sophomores** declare a career pathway based on their strengths and interests.

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

Complete college and career readiness assessments in Naviance

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

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

Assessments such as SAT are taken and identify student strengths.

Complete college and career readiness assessments in Naviance

Students are encouraged to participate in college visitations

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

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

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

Students may begin taking classes at Impact Institute

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

Assessments such as SAT are taken to improve scores.

Complete college and career readiness assessments in Naviance

Support for college bound students – College Application Day/Financial Aid Night

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

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

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

Students may continue and/or begin taking classes at Impact Institute

All seniors participate in Exit Interview project as part of graduation requirement.



## V. IMPACT INSTITUTE



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

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

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

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

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

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

- |                               |   |                                      |
|-------------------------------|---|--------------------------------------|
| • Automotive Collision Repair | • Digital Design                            | • Pre-Nursing/ Healthcare Specialist |
| • Automotive Services         | • Heating, Ventilation and Air Conditioning | • Smart Automation                   |
| • Construction Trades         | • Marine Mechanics                          | • Welding Technology                 |
| • Cosmetology                 | • Precision Machining                       |                                      |
| • Criminal Justice            |   |                                      |
| • Culinary Arts               |   |                                      |

For more information please visit: <http://www.impactinstitute.net/home>



## VI. DUAL CREDIT

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

### ENHS Dual Credit Courses

#### Ivy Tech

French 101 (French III)	Cins 101 (Digital Apps)	English 111 (AP English 11)
French 102 (French III)	Math 211 (AP Calculus)	English 206 (AP English 11)
Spanish 101 (Spanish III)	Design 102 (Intro to Engineering)	English 215 (AP English 12)
Spanish 102 (Spanish III)	Design 104 (Princ. of Engineering)	English 223 (AP English 12)
Spanish 201 (Spanish IV)	Design 113 (Intro to Engineering)	Comm 101 (Advanced Speech)
Spanish 202 (Spanish IV)	Agri 103 (Animal Science)	Agri 106 (Ag Mechanics)
	English 202 (CC Children Lit or Creative Writing)	

#### Trine

Chem 104 (AP Chem)  
Chem 114 (AP Chem)

#### Indiana

English 202 (CC English  
12)



## VII. ADVANCED PLACEMENT

Students who look to challenge themselves to the highest degree of academic rigor would select AP courses. AP courses are as close to the college level experience and are the courses designed to challenge our students with this highest degree of academic rigor. East Noble is fortunate to offer Dual Credit for simply passing the class with a “C” or better. However, AP exams have distinct advantages over Dual Credit, and may be a better option for some students depending on their goals.

1. Passing the AP exam with a 5 earns credit that is more accepted than passing with a 4, or a 3.
2. AP credit is more readily accepted at private and out of state intuitions.

### ENHS AP Credit Courses

AP English Language	AP US History	AP Calculus AB
AP English Literature	AP Government	AP Studio Art: Drawing
AP Modern World History	AP C Science Principles	AP Chemistry
AP Human Geography	AP C Science Applications	AP Biology

### College Ready, Career Ready, Life Ready

ENHS is proud to offer a variety of opportunities for our students. As a comprehensive high school, students have the chance to challenge themselves in Science, Mathematics, English, Foreign Language, Fine & Performing Arts, and Social Studies. Students have the opportunity to participate in co-curricular activities as well as extra-curricular activities. Everything that we do today helps to prepare them for tomorrow. Students at ENHS can graduate with Core 40, or a Core 40 with either Academic or Technical Honors Diploma, and with planning and dedication many students can leave ENHS with industry certification and/or college credit that prepares them to be College Ready, Career Ready, Life Ready.



Name: \_\_\_\_\_

Diploma Type: C40 TH AH

## Four Year Plan

Parent Signature: \_\_\_\_\_

<u>Freshman Year</u>	<u>Sophomore Year</u>	<u>Junior Year</u>	<u>Senior Year</u>
English 9 or Eng 9 Hon.	English 10 or Eng 10 Hon.	English 11 or Eng 11 AP	English 12 or Eng 12 AP
English 9 or Eng 9 Hon.	English 10 or Eng 10 Hon.	English 11 or Eng 11 AP	English 12 or Eng 12 AP
Algebra or Geometry	Geometry or Algebra II	Algebra II or AP Precalculus	Math:
Algebra or Geometry	Geometry or Algebra II	Algebra II or AP Precalculus	Math:
Biology or Bio Honors	ICP or Chemistry or Chem Honors	Science:	Science:
Biology or Bio Honors	ICP or Chemistry or Chem Honors	Science:	Science:
World History or World Geo or AP Geo	Elective:	U.S. History or AP U.S. History	Government or AP Government
World History or World Geo or AP Geo	Elective:	U.S. History or AP U.S. History	Economics
PE I or PE I Strength	Elective:	Elective:	Personal Finance
PE I or PE I Strength	Elective:	Elective:	Elective:
Career Planning	Elective:	Elective:	Elective:
Elective:	Elective:	Elective:	Elective:
Elective:	Elective:	Elective:	Elective:
Elective:	Elective:	Elective:	Elective:
Elective:	Elective:	Elective:	Elective:

Core 40 must also complete these requirements!

Notes:

<u>One from Below:</u>	<u>One from Below:</u>
Project-Based Learning Experience	Earn college ready benchmarks for ACT, SAT
Service-Based Learning Experience	Earn a State/Industry Recognized Credential or Certification
Work-Based Learning Experience	6 class credits in a PATHWAY averaging a C or higher
	3 full AP classes, averaging a C or higher

Course and Credit Requirements	
<b>English/ Language Arts</b>	<b>8 credits</b> Including a balance of literature, composition and speech.
<b>Mathematics</b>	<b>6 credits (in grades 9-12)</b> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <small>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.</small>
<b>Science</b>	<b>6 credits</b> 2 credits: Biology I 2 credits: Chemistry I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
<b>Social Studies</b>	<b>6 credits</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>Directed Electives</b>	<b>5 credits</b> World Languages Fine Arts Career and Technical Education
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>Electives*</b>	<b>13 credits</b> (Preparing for Careers and College as well as Career Pathway Exit Interview must be two electives) <small>(College and Career Pathway courses recommended)</small>
<b>47 Total State Credits Required</b>	

## CORE40 with Academic Honors

(minimum 47 credits)

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- 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 corresponding AP exams
  - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
  - C. Earn 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
  - D. Earn a combined score of 1250 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 560 on math and a 590 on the evidence-based reading and writing section
  - E. Earn an ACT composite score of 26 or higher and complete written section

## CORE40 with Technical Honors

(minimum 47 credits)

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

- 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. Pathway designated industry-based 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 - E) 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, Math 75.
  - D. Earn the following minimum score(s) on Compass: Algebra 66 Writing 70, Reading 80.



# INDIANA GRADUATION PATHWAYS

## CREDITS

Earn credits toward a diploma designation.

- **Core 40**
  - Minimum 40 credits
- **Academic Honors**
  - Minimum 47 credits
- **Technical Honors**
  - Minimum 47 credits
- **General**
  - Minimum 40 credits
  - Core 40 opt-out conference required

## EMPLOYABILITY SKILLS

Learn & Demonstrate Employability Skills

- **Project-Based Learning:** Allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question.
- **Service-Based Learning:** Integrates academic study with service experience, reflects larger social, economic, and societal issues, and collaborative efforts between students, schools, and community partners.
- **Work-Based Learning:** Activities that occur in a workplace while developing the student's skills, knowledge, and readiness for work.
- **Work Products for a student's experience can include:**

Videos	Five Year Goal Plan
Papers	Reflection of Experience
Resume	Letter of Recommendation
Dual Credit	Letter of Employment
Certifications	Verification
Portfolio	Post-secondary Related
Projects	Experiences
Slideshows	Skills List
Presentation	

## POSTSECONDARY READY COMPETENCY

Meet one of the following:

- **Honors Diploma:** Academic or Technical
- **SAT:** Reading/Writing = 480 & Math = 530
- **ACT:** English = 18, Reading = 22, Math = 22, Science = 23 (Two out of Four Needed with at least 1 in English/Reading & 1 in Math/Science)
- **ASVAB:** Minimum score of 31
- **Industry Recognized Certification:** Must Be on DWD's Graduation Pathways Approved List
- **Apprenticeship:** Must Be Federally Recognized
- **CTE Concentrator:**
  - Class of 2023-2024-** C average or higher in at least 2 advanced HS courses in a state-approved CTE Pathway
  - Class of 2025 and Beyond-** C average or higher in Required NLP's Concentrator Courses in a state-approved CTE Pathway (Principles, Concentrator A, & Concentrator B)
- **AP/IB/Dual Credit/Cambridge International/CLEP:** C average or higher in 3 courses (1 of the 3 courses must be in a core content area or all 3 must be a part of a CTE pathway)
- **Locally Created Pathway:** Approved by SBOE



## VIII. DEPARTMENTS

### AGRI-SCIENCE DEPARTMENT

#### AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY

9021, 9022 (5088)

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

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

#### AGRICULTURE STRUCTURE FABRICATION AND DESIGN

9023, 9024 (7112)

*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, construction, fabrication, machine components and design while incorporating the engineering design process. Students will also cover safety topics for each area while demonstrating appropriate health and safety standards.

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



## ANIMAL SCIENCE

9030, 9031 (5008)

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

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Agriculture
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas •Fulfills a science course requirement for all diplomas
- Fulfills a physical science requirement for General Diploma
- Dual Credit offered at Ivy Tech

## ADVANCED LIFE SCIENCE, ANIMALS

9032, 9033 (5070)

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

- Recommended Grade(s): 11, 12
- Required Prerequisites: Principles of Agriculture; or Principles of Veterinary Science
- Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources; Animal Science; Biology; Chemistry; Integrated Chemistry Physics
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as an elective or directed elective for all diplomas.
- Fulfills a science requirement for all diplomas.
- Qualifies as a quantitative reasoning course



## FOOD SCIENCE

9041, 9042 (5102)

*Food Science* is a two-semester course that provides students with an overview of food science and the role it plays in the securing of a safe, nutritious, and adequate food supply. A project based approach is utilized in this course, along with laboratory, team building, and problem solving activities to enhance student learning. Students are introduced to the following areas of food science: food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry.

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

## PRINCIPLES OF AGRICULTURE

9003,9004 (7117)

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

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



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## FINE ARTS DEPARTMENT

### INTRODUCTION TO 2D ART: DRAWING I/PAINTING I

1000, 1001 (4000)

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

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

### INTRODUCTION TO 3D ART: CERAMICS I/SCULPTURE I

1010, 1013 (4002)

*Introduction to Three-Dimensional Art* is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to High School Course Titles and Descriptions 2022-2023 99 the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course





## ADVANCED 2D-ART: DRAWING II/PAINTING II

1096,1098 (4004)

*Advanced Two-Dimensional Art* is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, High School Course Titles and Descriptions 2022-2023 96 and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

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

## ADVANCED 3D-ART: CERAMICS II/SCULPTURE II

1097,1099 (4006)

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

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



## **AP STUDIO ART DRAWING, ADVANCED PLACEMENT**

1090, 1091 (4048)

*AP Studio Art Drawing* is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Advanced laboratory visual arts courses
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma

## **ADVANCED 2D ART, ADVANCED PLACEMENT**

1092 (4004)

*Advanced Two Dimensional Art* is a continuation of AP Studio Art

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: AP Studio Art
- Credits: 1 semester course, 1 credit per semester.
- Counts as a directed elective or elective for all diplomas
- Fulfills requirement of Fine Arts credits for Core 40 with Academic Honors diploma
- Students are expected to submit an AP Art Portfolio in May.



## PRINTMAKING

1070 (4066)

*Printmaking* is a course based on the Indiana Academic Standards for Visual Art. Students in printmaking engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students apply media, techniques, and processes with sufficient skill to communicate intended meaning. They create abstract and realistic prints using a variety of materials such as linocut, woodcut, stencil, silkscreen, photo silkscreen, and mono-print. They utilize processes such as etching, relief, and lithography to explore a variety of ideas and problems. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

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

## PHOTOGRAPHY/ADVANCED PHOTOGRAPHY

1015, 1018 (4062)

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

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



## BUSINESS EDUCATION DEPARTMENT

### ACCOUNTING FUNDAMENTALS

2101, 2102 (4524)

*Introduction to Accounting* introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making.

- Recommended Grade Level: 10, 11, 12
- Required Prerequisites: Principles of Business Management
- Recommended Prerequisites: None
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

### ADVANCED CYBERSECURITY

2115, 2116 (7178)

Students will acquire the fundamentals of information and data security and understand the vulnerability most organizations have in their security systems with an emphasis on firewalls, security plans, and Virtual Private Networks (VPNs). Discussions will include data security methods, authentication, network attacks, malicious code and viruses, wireless security, e-mail and web security and disaster recovery. This course will also focus on the managerial aspects of information security and assurance. Topics covered will include access control models, information security governance, and information security program assessment and metrics. Coverage on the foundational and technical components of information security is included to reinforce key concepts, such as security planning and contingencies, security policies, security management models and practices and ethics.

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



## BUSINESS MATH

2011 (4512)

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

- Recommended Grade Level: 10, 11, 12
- Prerequisites: Algebra I
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Mathematics requirement for the General Diploma or Certificate of Completion only
- Qualifies as a quantitative reasoning course

## DIGITAL APPLICATIONS AND RESPONSIBILITY

2085,2086 (4528)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 2 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Dual Credit offered at Ivy Tech



## DIGITAL DESIGN

9897,9898 (4082)

*Digital Design* is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multimedia, digitized imagery, computer animation, and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

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

## E-SPORTS

2122, 2123 (5239)

*East Noble Esports Game Design Curriculum* is an entry-level course that teaches high school students the fundamental elements of game design using a framework and interactive workshops created game designers. Students will ultimately utilize their newfound knowledge of core game design concepts like goals, types of fun, opposition, rules, interaction, and balance to create a paper prototype of a multiplayer game.

- Recommended Grade: 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 semester course, up to 3 credits per semester, may be offered for successive semesters up to 12 credits
- Counts as a directed elective or elective for all diplomas





## GRAPHIC DESIGN AND LAYOUT

9897,9898 (5550)

*Graphic Design and Layout* teaches design process and the proper and creative use of type as a means to develop effective communications for global, corporate and social application. Students will create samples for a portfolio, which may include elements or comprehensive projects in logo, stationery, posters, newspaper, magazine, billboard, and interface design.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Principles of Digital Design; Digital Design Graphics
- Recommended Prerequisites: None
- 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

## INTERACTIVE MEDIA (SPORTS)

9941, 9942 (7138)

*Interactive Media Design* focuses on the tools, strategies, and techniques for interactive design and emerging technologies, like web and social media. Students will learn the basics of planning, shooting, editing and post-producing video and sound. Additionally, students will explore the process of integrating text, graphics, audio and video for effective communication of information.

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

## INTRODUCTION TO COMPUTER SCIENCE

2105 (4803)

*Introduction to Computer Science* allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: None
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas



## MANAGEMENT FUNDAMENTALS

2007, 2008 (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 252 Indiana Department of Education High School Course Titles and Descriptions: 2023-2024 Code Applications, remedies for breach of contract and tort liabilities. Examines legal aspects of property ownership, structures of business ownership, and agency relationships.

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

## MARKETING FUNDAMENTALS

2132, 2133 (5914)

*Marketing Fundamentals* provides a basic introduction to the scope and importance of marketing in the global economy. Course topics include the seven functions of marketing: promotion, channel management, pricing, product/service management, market planning, marketing information management, and professional selling skills. Emphasis is marketing content but will involve use of oral and written communications, mathematical applications, problem-solving, and critical thinking skills through the development of an integrated marketing plan and other projects.

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



## PERSONAL FINANCIAL RESPONSIBILITY

2020 (4540)

*Personal Financial Responsibility* addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as a directed elective or elective for all diplomas
- Qualifies as a quantitative reasoning course

## PREPARING FOR COLLEGE AND CAREERS

2090 (5394)

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

- Recommended Grade Level: 9
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as a directed elective or elective for all diplomas



## PRINCIPLES OF BUSINESS MANAGEMENT

2005, 2006 (4562)

*Principles of Business Management (BUS MGMT)* Principles of Business Management 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.

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

## PRINCIPLES OF COMPUTING

2113,2114 (7183)

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

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Computer Science; Completed or Co-Enrolled in Algebra I
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- AP Computer Science Principles exam – AP CSP



## PRINCIPLES OF DIGITAL DESIGN

9483,9484 (7140) *Principles of Digital Design* introduces students to fundamental design theory. Investigations into design theory and color dynamics will provide experiences in applying design theory, ideas and creative problem solving, critical peer evaluation, and presentation skills. Students will have the opportunity to apply the design theory through an understanding of basic photographic theory and technique. Topics will include image capture, processing, various output methods, and light.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit

## SOFTWARE DEVELOPMENT/AP SCA

2117,2118, 2119 (7184)

Software Development introduces students to concepts and practices of programming languages and software development. Students are introduced to algorithms and development tools used to document/implement computer logic. Discusses the history of software development, the different types of programming such as real time processing, web/database applications, and different program development environments. Concepts will be applied using different programming languages, and students will develop and test working programs in an integrated system.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Computing
- Recommended Prerequisites: none •Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- AP Computer Science Applications exam – AP CSA



## WEBSITE AND DATABASE DEVELOPMENT

2125, 2126 (7185)

*Website and Database Development* will provide students a basic understanding of the essential Web and Database skills and business practices that directly relate to Internet technologies used in Web site and Database design and development. Students will learn to develop Web sites using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Additionally students will be introduced to the basic concepts of databases including types of databases, general database environments, database design, normalization and development of tables, queries, reports, and applications. Students will be familiarized with the use of ANSI Standard Structured Query Language. Students will be introduced to data concepts such as data warehousing, data mining, and BIG Data. Students will develop a business application using database software such as Microsoft Access.

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

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## ENGLISH LANGUAGE DEPARTMENT

### AMERICAN LITERATURE

3124, 3125 (1020)

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

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

### CREATIVE WRITING/ ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT

3100, 3112 (1092, 1098)

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

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



## DEBATE

3120 (1070)

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

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

## ENGLISH 9/ENGLISH 9 HONORS

3001, 3002 (1002)

3004, 3005

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

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



## ENGLISH 10/ENGLISH 10 HONORS

3060, 3070 (1004)

3011, 3012

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

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

## ENGLISH LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT

3021, 3022(1056)

*AP English Language and Composition* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study.

- Recommended Grade Level: 11
- Recommended Prerequisites: English 9 and English 10 with teacher recommendation.
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English 11 English/Language Arts requirement all diplomas
- *A summer reading assignment is required*



## **ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT (ENGLISH LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT)**

3023 (1098)

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

- Recommended Grade Level: 11
- Recommended Prerequisites: Grade 11 AP English Language
- Credits: 1 semester course, 1 credit per semester.
- Fulfills an English 11 English/Language Arts requirement all diplomas
- Dual Credit with Ivy Tech.

## **ENGLISH COMPOSITION AND LITERATURE, ADVANCED PLACEMENT**

3091, 3092 (1058)

*AP English Literature and Composition* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

- Recommended Grade Level: 12
- Recommended Prerequisites: English 9, English 10, English 11 with teacher recommendation.
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English 12 Language Arts requirement for all diplomas
- *A summer reading assignment is required*

## **ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT (ENGLISH COMPOSITION AND LITERATURE, ADVANCED PLACEMENT)**

3093 (1098)

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

- Recommended Grade Level: 12
- Recommended Prerequisites: Grade 12 AP English Literature
- Credits: 1 semester course, 1 credit per semester.
- Fulfills an English 12 Language Arts requirement all diplomas
- Dual Credit with Ivy Tech



## ENGLISH 12, ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT

3081,3082(1124)

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

- Recommended Prerequisites: Grade 12
- Credits: 2 semester course, 1 credit per semester.
- Fulfills an English 12 Language Arts requirement all diplomas
- Dual Credit with Indiana University

## ENGLISH LITERATURE

3126,3127 (1030)

*English Literature*, a course based on the Indiana Academic Standards for English/Language Arts, is a study of representative works of the English-speaking authors associated with the Commonwealth of Nations, including England, Scotland, Ireland, Wales, Canada, Newfoundland, Australia, New Zealand, India, South Africa, Kenya, Botswana, and others. Students examine a wide variety of literary genres that reflect the English-speaking peoples from the Anglo-Saxon Period to the present. Students analyze how the ideas and concepts presented in the works are both interconnected and distinctly reflective of the cultures and the countries in which they were written. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

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



## ENGLISH AS A NEW LANGUAGE

3330,3331,3332 (1012)

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

- Recommended Grade: Recommended Grade: 9, 10, 11, and 12. The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.
- Required Prerequisites: none
- Recommended Prerequisites: English proficiency placement test results
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an English Language Arts requirement for all diplomas

## FILM LITERATURE

3108 (1034)

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

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





## GENRES OF LITERATURE

### Mythology

3109 (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.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester
- Fulfills English 11/12 Language Arts requirement for all diplomas

## GENRES OF LITERATURE

### Children's Literature/ ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT

3200,3113 (1036,1098)

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester
- Fulfills English 11/12 Language Arts requirement for all diplomas
- Dual Credit with Ivy Tech



## NOVELS

### Book Club

3122 (1042)

*Novels*, a course based on the Indiana 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, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors from the past and present or sets of novels from a specific era or across several eras. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

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

## ADVANCED SPEECH AND COMMUNICATION

3111 (1078)

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Speech or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Fulfills an English 11/12 Language Arts requirement for all diploma
- Dual credit offered with Ivy Tech



## STUDENT MEDIA

### Beginning - Introduction to Publications

3161 (1086)

*Student Media*, a course based on *the High School Journalism Standards and the Student Media Standards*, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers and yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum. The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three or four years by titling the course Beginning, Intermediate, or Advanced.
- Counts as a directed elective or elective for all diplomas
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors

## STUDENT MEDIA

### Advanced - Yearbook

3181, 3182, 3183 (1086)

*Student Media*, a course based on *the High School Journalism Standards and the Student Media Standards*, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers and yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staffs so that they may prepare themselves for career paths in journalism, communications, writing.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: Beginning Student Media
- Credits: 1 semester course, 1 credit per semester, 8 credits maximum. The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three or four years by titling the course Beginning, Intermediate, or Advanced.
- Counts as a directed elective or elective for all diplomas
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors



## THEMES IN LITERATURE

### Dystopian

3107 (1048)

*Themes in Literature*, a course based on the Indiana Academic Standards for English/Language Arts, is a study of universal themes, such as the journey of the hero, the trials of youth, the search for identity, and other themes appropriate to the level and interests of students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester
- Fulfills English 11/12 Language Arts requirement for all diplomas

## THEMES IN LITERATURE

### Murders and Mysteries

3123 (1048)

*Themes in Literature*, a course based on the Indiana Academic Standards for English/Language Arts, is a study of universal themes, such as the journey of the hero, the trials of youth, the search for identity, and other themes appropriate to the level and interests of students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester
- Fulfills English 11/12 Language Arts requirement for all diplomas



## THEMES IN LITERATURE

### Sports Literature

3211 (1048)

*Themes in Literature*, a course based on the Indiana Academic Standards for English/Language Arts, is a study of universal themes, such as the journey of the hero, the trials of youth, the search for identity, and other themes appropriate to the level and interests of students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester
- Fulfills English 11/12 Language Arts requirement for all diplomas

## THEMES IN LITERATURE

### Back to the Future

3121 (1048)

*Themes in Literature*, a course based on the Indiana Academic Standards for English/Language Arts, is a study of universal themes, such as the journey of the hero, the trials of youth, the search for identity, and other themes appropriate to the level and interests of students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English 12 Language Arts requirement for all diplomas



## FAMILY AND CONSUMER SCIENCE DEPARTMENT

### ADVANCED NUTRITION AND WELLNESS

9210,9211 (5340)

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

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

### CHILD AND ADOLESCENT DEVELOPMENT

9282,9283 (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.

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





## INTERPERSONAL RELATIONSHIPS

9311, 9312 (5364)

*Interpersonal Relationships* is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of interpersonal relationships. Direct, concrete language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

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

## INTRODUCTION TO FASHION AND TEXTILES

9220, 9230 (5380)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma



## INTRODUCTION TO HOUSING AND INTERIOR DESIGN

9241, 9242 (5350)

*Introduction to Housing and Interior Design* is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available. Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts including aesthetics, criticism, history and production, are addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach will be utilized requiring higher-order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.

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

## NUTRITION AND WELLNESS

9200 (5342)

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

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



## PRINCIPLES OF TEACHING

9271,9272 (7161)

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

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

## TEACHING AND LEARNING

9287,9288 (7162)

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

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

CIVIL RIGHTS COMPLIANCE STATEMENT—East Noble High School has a policy of providing equal opportunity. All courses are open to all students regardless of race, color, gender, disabilities, or national origin including limited English proficiency



## MATHEMATICS DEPARTMENT

### ALGEBRA I

4011,4012 (2520)

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

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

### ALGEBRA I LAB

4010 (2516)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as a Mathematics Course for the General Diploma only or as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- **Algebra I Lab is designed as a support course for Algebra I. As such, a student taking Algebra I Lab must also be enrolled in Algebra I during the same academic year.**



## ALGEBRA II

4041, 4042 (2522)

4043, 4044, 4045 (2522)

*Algebra II* builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

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

## AP CALCULUS AB, ADVANCED PLACEMENT

4081, 4082 (2562)

*AP Calculus AB* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

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



## **ADVANCED MATHEMATICS, COLLEGE CREDIT (AP CALCULUS AB, ADVANCED PLACEMENT)**

4083 (2544)

*Advanced Mathematics, College Credit* is a continuation of AP Calculus AB and is offered for credit by an accredited postsecondary institution and is not a course offered in the Indiana State Approved Course Titles and Descriptions

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: AP Calculus AB
- Credits: 1 semester course, 1 credit per semester.
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course
- Dual Credit with Ivy Tech with successful completion of AP Precalculus dual credit through PFW.

## **AP CALCULUS BC, ADVANCED PLACEMENT**

4084,4085 (2572)

*AP Calculus BC* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AP Calculus AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB.

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





## ADVANCED MATHEMATICS, SPECIAL TOPICS (AP CALCULUS BC, ADVANCED PLACEMENT)

4086 (2543)

*Advanced Mathematics, College Credit* is a continuation of AP Calculus BC and is offered for credit by an accredited postsecondary institution and is not a course offered in the Indiana State Approved Course Titles and Descriptions

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

## FINITE MATHEMATICS

4060 (2530)

*Finite Mathematics* is a collection of mathematical topics, frequently used in business or public policy contexts. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets; Matrices; Networks; Optimization; and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Algebra II or Integrated Mathematics III
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum. Due to the level of rigor, it is recommended that Finite Mathematics be offered as a 2 semester, 2 credit course.
- Counts as a Mathematics Course for all diplomas
- To be successful in this course, a ***C- or better in Algebra II is strongly recommended.***



## GEOMETRY

4031-4034 (2532)

*Geometry* formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Geometry is made up of seven strands: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

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

## AP PRECALCULUS

4071, 4072 (2563)

*AP Precalculus* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. This course covers topics including modeling real-world data, exploring multiple representations, and mastering symbolic manipulation. The course teaches students to approach precalculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: Algebra I
- Recommended Prerequisites: Geometry and/or Algebra II
- Credits: 2 semester course, 1 credit per semester
- Counts as a mathematics course for all diplomas.
- To be successful in this course, a *C- or better in Algebra II is strongly recommended.*



## ADVANCED MATHEMATICS, COLLEGE CREDIT (AP PRECALCULUS, ADVANCED PLACEMENT)

4075 (2544)

*Advanced Mathematics, College Credit* is a continuation of AP PRECALCULUS and is offered for credit by an accredited postsecondary institution and is not a course offered in the Indiana State Approved Course Titles and Descriptions

- Recommended Grade Level: 11, 12
- Recommended Prerequisite: AP PRECALCULUS
- Credits: 1 semester course, 1 credit per semester.
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course

## PROBABILITY AND STATISTICS

4050 (2546)

*Probability and Statistics* includes the concepts and skills needed to apply statistical techniques in the decision-making process. Probability and Statistics are made up of three strands: Data Analysis, Experimental Design, and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Algebra II or Integrated Mathematics III
- Credits: 1 semester course, 1 credit per semester
- Counts as a Mathematics Course for all diplomas
- To be successful in this course, a *C- or better in Algebra II is strongly recommended.*



## MULTI-DISCIPLINARY

### BASIC SKILLS DEVELOPMENT (RESOURCE)

8081,8082,8083 (0500)

*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.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: None
- Credits: 1 credit per semester up to 8 semesters, 8 credits maximum
- Counts as an elective for all diplomas

### PEER TUTORING

*(Learning Partners, Unified Choir, Unified Art, Unified Band, Unified Theater, Unified PE))*

1095,1607,1608,1510,8351,8450 (0520)

*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 to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

- Recommended Grade Level: 10, 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit per semester
- Counts as an elective for all diplomas



## CAREER EXPLORATION INTERSHIP

9628 (0530)

*The Career Exploration Internship* course consists of 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 the work-based Learning capstone course 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 266 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025 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.

- Recommended Grade(s): 9, 10, 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: Preparing for College and Careers; Career Information and Exploration
- 1 semester course, 1-3 credits per semester, 6 credits maximum
- A minimum of 75 hours of workplace and classroom activities are required for one credit; 150 hours are required for the two credits. Of the 75 or 150 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction. Schools on block schedules may proportionately adjust the total number of hours per week to meet the local standard, provided that students spend at least one hour a week in classroom activities.
- Counts as a directed elective or elective for all diplomas
- When offered as applied: 4 units maximum; counts as an employability applied unit for alternate diploma

CIVIL RIGHTS COMPLIANCE STATEMENT—East Noble High School has a policy of providing equal opportunity. All courses are open to all students regardless of race, color, gender, disabilities, or national origin including limited English proficiency



## MUSIC DEPARTMENT

### ADVANCED CONCERT BAND

1521,1522,1523 (4170) *Advanced Concert Band* is based on the Indiana Academic Standards for High School Instrumental Music. This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

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

### ADVANCED CHORUS

1617,1618,1619 (4188)

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

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





## BEGINNING CHORUS

1601,1602,1603 (4182)

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

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

## BEGINNING CONCERT BAND

1507,1508,1509 (4160)

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

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



## CHORAL CHAMBER ENSEMBLE I

*(Premiere Edition and Knight Rhythms)*

1611, 1612, 1613 (4180)

1621, 1622, 1623 (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. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

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



## DANCE CHOREOGRAPHY

### (Color Guard)

1502(4142)

*Dance Choreography* is based on the Indiana Academic Standards for Dance. Learning activities in choreography are sequential and systematic and allow students to express themselves. A wide variety of materials and experiences are used in order to provide students with the knowledge, skills, and appreciation of the multi-styled and multicultural dance expressions. Choreographic activities provide students opportunities to participate in roles as a soloist, a choreographer or leader, and in a subject role. Students also explore a wide variety of choreographic philosophies as well as administrative and media skills necessary for the promotion and documentation of works to be performed. Students experience and learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals or companies.

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

## INTERMEDIATE CHORUS

1614,1615,1616 (4186)

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

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



## INTERMEDIATE CONCERT BAND

1511,1512,1513 (4168)

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

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



## INSTRUMENTAL ENSEMBLE

### *(Drum Line)*

1501(4162)

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

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



## JAZZ ENSEMBLE

1531, 1532 (4164)

*Jazz Ensemble* is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.

- Recommended Grade Level: 10, 11, 12
- Selection by Audition
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills requirement for 1 of 2 Fine Arts credits for the Core 40 with Academic Honors diploma if students are enrolled in another band or orchestra course
- Laboratory Course

## MUSIC HISTORY AND APPRECIATION

1650 (4206)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester. The nature of this course allows for two successive semesters of instruction, provided that defined standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma





## MUSIC HISTORY AND APPRECIATION

### (History of Rock and Roll)

1650, 1651 (4206)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester. The nature of this course allows for two successive semesters of instruction, provided that defined standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

## MUSIC THEORY AND COMPOSITION

1660, 1661 (4208)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester. The nature of this course allows for two successive semesters of instruction, provided that defined standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills requirement for 1 to 2 Fine Arts credits for Core 40 with Academic Honors diploma



## PIANO AND ELECTRONIC KEYBOARD

1665 (4202)

*Piano and Electronic Keyboard* is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

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



# PHYSICAL EDUCATION AND HEALTH DEPARTMENT

## ELECTIVE PHYSICAL EDUCATION

### Basketball, Baseball, Volleyball, Tennis, Racket Sports, Outdoor Adventures

5065,5152,5121,5154, 5155,5156 (3560)

*Elective Physical Education*, a course based on selected standards from *Indiana's Academic Standards for Physical Education*, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A **minimum of two** of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, maximum of 8 credits
- Counts as an elective requirement for all diplomas



## ELECTIVE PHYSICAL EDUCATION

### Fall, Winter, Spring Strength Training

#### Athletic Fall, Winter, Spring Strength Training

5030, 5040, 5050 (3560)

5031, 5041, 5051 (3560)

*Elective Physical Education*, a course based on selected standards from *Indiana's Academic Standards for Physical Education*, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A **minimum of two** of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Athletics Strength Training is for student currently participating in high school athletics.

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



## HEALTH AND WELLNESS EDUCATION

5000 (3506)

*Health & Wellness*, a course based on *Indiana's Academic Standards for Health & Wellness*, provides the foundational information needed to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; and develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with important core concepts of health and wellness and the knowledge and skills needed to successfully access valid health information, analyze the influence of others on their health behaviors, demonstrate the ability to communicate in a way to enhance and avoid or reduce health risks, demonstrate the ability to use decision-making skills to enhance health, demonstrate the ability to practice health-enhancing behaviors, and demonstrate the ability to advocate for personal, family and community health.

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



## PHYSICAL EDUCATION I

### Fitness/Strength

5170,5172 (3542)

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

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Grade 8 Physical Education
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills part of the Physical Education requirement for all diplomas
- As a designated laboratory course, 25% of course time must be spent in activity

## PHYSICAL EDUCATION II

### Fitness/Strength

5180,5182 (3544)

*Physical Education II* 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 of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

- Recommended Grade Level: 9, 10, 11, 12
- Required Prerequisites: Physical Education I
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills part of the Physical Education requirement for all diplomas
- As a designated laboratory course, 25% of course time must be spent in activity.





## SCIENCE DEPARTMENT

### ADVANCED SCIENCE, SPECIAL TOPICS

#### Genetics

6080 (3092)

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

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

### ADVANCED SCIENCE, SPECIAL TOPICS

#### Forensics

6221, 6222 (3092)

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

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



## ADVANCED SCIENCE, SPECIAL TOPICS

### Medical Terminology

6155 (3092)

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, maximum of 2 credits
- Counts as a **directed elective** or elective for all diplomas

## ADVANCED SCIENCE, SPECIAL TOPICS

### Pharmacology

6051 (3092)

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Chemistry I
- Credits: 1 semester course, 1 credit per semester, may be offered for successive semesters
- Counts as a science course for all diplomas



## ADVANCED SCIENCE, SPECIAL TOPICS

### Zoology

6050 (3092)

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

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

### ANATOMY & PHYSIOLOGY

6061, 6062 (3092)

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

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



## BIOLOGY I/BIOLOGY I HONORS

6021, 6022 (3024)

6023, 6024 (3024)

*Biology I* is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

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

## AP BIOLOGY

6027, 6028 (3020)

*AP Biology* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties.

- Recommended Grade: 11, 12 (10<sup>th</sup> with instructor approval)
- Required Prerequisites: none
- Recommended Prerequisites: Biology I and Chemistry I
- Credits: 2 semester course, 1 credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a quantitative reasoning course



## ADVANCED SCIENCE (BIOLOGY, ADVANCED PLACEMENT)

6029 (3092)

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

- Recommended Grade Level: 10, 11, 12 (10<sup>th</sup> with instructor approval)
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, may be offered for successive semesters
- Counts as a science course for all diplomas
- Students are expected to take the AP Exam in May.

## CHEMISTRY I/CHEMISTRY I HONORS

6121, 6122 (3064)

6123, 6124 (3064)

*Chemistry I* is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisite: Algebra II (can be taken concurrently)
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a quantitative reasoning course



## CHEMISTRY, ADVANCED PLACEMENT

6131, 6132 (3060)

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

- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma course
- Two term, two credit course
- Grade 11-12
- Prerequisite: Chemistry I
- Students are expected to take the AP Exam in May.

## ADVANCED SCIENCE

### (CHEMISTRY, ADVANCED PLACEMENT)

6132 (3092)

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, may be offered for successive semesters
- Counts as a science course for all diplomas
- Students are expected to take the AP Exam in May
- Dual credit with Trine





## ENVIRONMENTAL SCIENCE (L)

6100,6110 (3010)

*Earth and Space Science I* is a course focused on the following core topics: universe; solar system; Earth cycles and systems; atmosphere and hydrosphere; solid Earth; Earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 10, 11, 12
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a science course requirement for all diplomas

## INTEGRATED CHEMISTRY-PHYSICS

6000, 6010 (3108)

*Integrated Chemistry-Physics* is a course focused on the following core topics: constant velocity; uniform acceleration, Newton's Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures

- Recommended Grade Level: 10,11,12
- Recommended Prerequisite: Algebra I (may be taken concurrently with this course)
- Credits: A two credit course
- Counts as an elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas



## PHYSICS I

6141, 6142 (3084)

6151, 6152

*Physics I* is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 11,12
- Recommended Prerequisites: Algebra II
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a quantitative reasoning course

## PHYSICS II

6151, 6152 (3086)

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

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Physics I, Pre-calculus/Trigonometry (can be taken concurrently)
- Credits: 2 semester course, 1 credit per semester
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a quantitative reasoning course



## HUMAN BODY SYSTEMS

6033,6034 (5216)

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

- Recommended Grade Level: 10, 11, 12
- Recommended Prerequisites: Principles of the Biomedical Sciences
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Fulfills a Core 40 Science requirement for all diplomas

## PRINCIPLES OF BIOMEDICAL SCIENCES

6301,6302 (5218)

*Principles of the Biomedical Sciences* 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 through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life. 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.

- Recommended Grade Level: 9
- Required Prerequisites: Biology I or concurrent enrollment in Biology I is required
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Fulfills a Core 40 Science requirement for all diplomas



## SOCIAL STUDIES DEPARTMENT

### AP UNITED STATES GOVERNMENT AND POLITICS

7201,7202 (1560)

*AP United States Government and Politics* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project.

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



## AP HUMAN GEOGRAPHY

7228,7229 (1572)

*AP Human Geography* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). Topics include: Geography: its Nature and Perspectives; Population and Migration; Cultural Patterns and Processes; Political Organization of Space; Agriculture, Food Production, and Rural Land Use; Industrialization and Economic Development; and Cities and Urban Land Use.

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Students are expected to take the AP Exam in May.

## AP MODERN WORLD HISTORY

7225,7226 (1576)

*AP Modern World History* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

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



## ADVANCED SOCIAL SCIENCES, COLLEGE CREDIT

### (WORLD HISTORY, ADVANCED PLACEMENT)

7227 (1574)

*Advanced Social Sciences, College Credit*, is a continuation of AP World History in preparation for the AP World History exam, is a title covering (1) any advanced social sciences course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school or (2) any other postsecondary social sciences course offered for dual credit under the provisions of 511 IAC 6-10.

- Recommended Grade Level: 10
- Recommended Prerequisites: AP World History
- Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
- Counts as an elective for all diplomas

### AP UNITED STATES HISTORY

7211, 7212 (1562)

*AP United States History* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

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





## **ADVANCED SOCIAL SCIENCES, COLLEGE CREDIT (UNITED STATES HISTORY, ADVANCED PLACEMENT)**

7213(1574)

*Advanced Social Sciences, College Credit*, is a continuation of AP History in preparation for the AP US History exam, is a title covering (1) any advanced social sciences course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school or (2) any other postsecondary social sciences course offered for dual credit under the provisions of 511 IAC 6-10.

- Recommended Grade Level: 11
- Recommended Prerequisites: AP United State History
- Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
- Counts as an elective for all diplomas

## **ECONOMICS**

7020 (1514)

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

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

## **ETHNIC STUDIES**

7030 (1516)

*Ethnic Studies* provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.

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



## GEOGRAPHY AND HISTORY OF THE WORLD

7101 7102 (1570)

*Geography and History of the World* is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions.

Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships.

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

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

## INDIANA STUDIES

7035 (1518)

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

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



## LAW EDUCATION

7040 (1526)

*Law Education* provides an understanding of the American legal system and its basis in the United States Constitution. The course is designed to promote an understanding of society and its system of laws by indicating how citizens may effectively function within the law. Ways of dealing with interpersonal conflict in order to secure constructive change are included, along with the development of critical thinking and problem solving skills. Case studies, field trips, simulations, and mock trials will be used in this course whenever feasible.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: United States Government or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Counts as an elective for all diplomas

## PSYCHOLOGY

7050 (1532)

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

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



## **SOCIOLOGY**

7060 (1534)

*Sociology* allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

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

## **TOPICS IN HISTORY** **Civil War/Reconstruction**

7140 (1538)

*Topics in History* provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth-century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: United States History or World History and Civilization
- Credits: 1 semester course, 1 credit per semester. This course may be repeated if the material in the course is different from one semester to the next. Topics in History can address different topics in World History or U.S. History.
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma



## TOPICS IN HISTORY

### History vs Hollywood

7036,7037 (1538)

*Topics in History* provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth- century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: United States History or World History and Civilization
- Credits: 1 semester course, 1 credit per semester. This course may be repeated if the material in the course is different from one semester to the next. Topics in History can address different topics in World History or U.S. History.
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma

## TOPICS IN HISTORY

### Recent American History

7095 (1538)

*Topics in History* provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth- century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: United States History or World History and Civilization
- Credits: 1 semester course, 1 credit per semester. This course may be repeated if the material in the course is different from one semester to the next. Topics in History can address different topics in World History or U.S. History.
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma



## UNITED STATES GOVERNMENT

7070 (1540)

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

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

## UNITED STATES HISTORY

7080, 7090 (1542)

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

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



## WORLD HISTORY AND CIVILIZATION

7110, 7120 (1548)

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

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





## TECHNOLOGY DEPARTMENT

### INTRODUCTION TO ENGINEERING DESIGN

9491,9492 (4812)

*Introduction to Engineering Design* is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented.

- Recommended Grade Level: 9
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Dual credit with Ivy Tech

### PRINCIPLES OF ENGINEERING

9493,9494 (4814)

*Principles of Engineering* is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems.

- Recommended Grade Level: 10, 11
- Required Prerequisites: Introduction to Engineering Design
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Fulfills a science course requirement for all diplomas
- Dual Credit with Ivy Tech



## ROBOTICS DESIGN AND INNOVATION

9480, 9485 (4814)

*Robotics Design and Innovation* allows students to design, program, and test innovative technological designs related to robotic systems. Topics involve mechanics, pneumatics, control technologies, computer fundamentals, and programmable control technologies. Students design, build, and optimize robots to perform a variety of predesignated tasks. Individuals or small teams may choose to participate in organized robotic competitions or develop their own events during the course. Through this course, students will investigate exciting career and collegiate programs of study.

- Recommended Grade Level: 11, 12
- Required Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

## INTRODUCTION TO DRONING I/II

9487, 9490 (5239)

*Introduction to Droning* is a course that takes you from learning to fly drones all the way through to preparing for FAA Unmanned Commercial Pilot certification. SkyOp's Integrated Intro to sUAS STEM Drone Training Program can be delivered in multiple formats. This approximately 90-hour course is designed to be integrated into other courses and supports the general introduction to small Unmanned Aircraft Systems and their uses and applications. The course length can be tailored to your needs and timeframes. By adding or subtracting labs and flying exercises it can meet your exact requirements.

- Recommended Grade Level: 11, 12
- Required Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas



## THEATER DEPARTMENT

### ADVANCED TECHNICAL THEATRE

1722 (4252)

*Advanced Technical Theatre* is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Technical Theatre actively lead and supervise in the process of designing, building, managing, programming, drafting, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate technical theatre careers then develop a plan for potential employment or further education through audition, interview or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

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

### ADVANCED THEATRE ARTS

1711, 1712 (4240)

*Advanced Theatre Arts* is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Theatre Arts read and analyze plays and apply criteria to make informed judgments. They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore careers in theatre arts and begin to develop a portfolio of their work. They also attend and critique theatre productions and identify ways to support the theatre in their community.

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



## MUSICAL THEATER

1604 (0518)

*Musical Theatre* is based on the Indiana Academic Standards for Theatre. Students in this course study the history of musical theatre and its place in today's society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theatre, dance, and visual arts faculty. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

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

## TECHNICAL THEATRE

1721 (4244)

*Technical Theatre* is based on the Indiana Academic Standards for Theatre. Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

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



## THEATRE ARTS

1701, 1702 (4242)

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

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

## THEATER PRODUCTION

1715 (4248)

*Theatre Production* is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Production take on responsibilities associated with rehearsing and presenting a fully mounted theatre production. They read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound and costumes; rehearse and perform roles in a production; and direct or serve as assistant director for a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate a theatre arts career then develop a plan for potential employment or further education through audition, interview, or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

Recommended Grade: 9, 10, 11, 12

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



## WORLD LANGUAGE DEPARTMENT

### FRENCH I

1201,1202 (2020)

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

- Recommended Grade Level: 9,10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma



## FRENCH II

1211,1212 (2022)

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

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





## FRENCH III

1221,1222 (2024)

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

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



## SPANISH I

1301,1302 (2120)

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

- Recommended Grade Level: 9, 10, 11, 12
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

## SPANISH II

1311,1312 (2122)

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

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



## SPANISH III

1321,1322 (2124)

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

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

## SPANISH IV

1333,1334 (2130)

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

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



## **APPLIED COURSES**

### **(For Alternate Diploma Students)**

#### **APPLIED ART**

8025 (0550)

This course covers the basic principles of which art is made including line, shape, color, value, texture, form, and space. Students will learn how to create various form art while demonstrating knowledge of these principles.

- One term, one unit course
- Grades 9-12

#### **APPLIED CHILDRENS LITERATURE**

8075 (0550)

This class looks at various types of literature enjoyed by children, including nursery rhymes, fairy tales/folk tales, fables, and many others. Cartoons and children's movies enhance the course. Projects could include writing children's poetry and stories, and reading or story-telling sessions with functional life skills students.

- One term, one unit course
- Grades 11- 12

#### **APPLIED CAREERS**

8020 (0550)

This course covers exploration of vocational interests and skills needed for obtaining and keeping a job. Students will be exposed to various careers and job opportunities in the community, via video, speakers, tours, and the internet. Students will observe at various job locations for appropriate behaviors in the work place. Students will simulate appropriate interview techniques and behaviors and dress.

- One term, one unit course
- Grades 9-12



## **APPLIED CAREERS II**

8021 (0550)

This course will focus on more specific job skills i.e. calling in sick, completing a time sheet, how to dress for work, etc. Students will be able to interact with Human Resource Personnel and Managers from the various employment opportunities they may access. This class is a pre-requisite for participation in Vocational, to be taken the trimester immediately before vocational placement.

- One term, one unit course
- Grades: 11-12

## **APPLIED CAREER PATHWAY PROJECT**

8022 (0550)

This class is to give seniors the opportunity to gather and organize their artifacts for their senior portfolios. Artifacts will be collected throughout their four years of high school. Seniors will also prepare for the interview process.

- One term, one unit course
- Grade: 12

## **APPLIED COMMUNITY SERVICE**

8024 (0550)

This class will give students the opportunity to participate in volunteer projects. These projects will benefit their community. This class is intended to both strengthen students' sense of civic engagement and nationalism, and to help them achieve their educational, developmental and social goals.

- One term, one unit course
- Grades: 9-12

## **APPLIED COMPUTER APPLICATIONS**

8035 (0550)

This course teaches students basic computer skills including how to prepare a document in Microsoft Word, a spreadsheet in Microsoft Excel, a simple presentation in Powerpoint, as well as other basic computer applications.

- One term, one unit course
- Grades 9-12



## **APPLIED CONSUMER SCIENCE**

8050 (0550)

This course prepares students for independent living by teaching necessary life skills. Students will focus on the responsibilities and roles of daily adult living. Students will learn various skills regarding nutrition and wellness, the care and maintenance of textile products, and independent living. The focus will be on becoming independent and responsible adults who demonstrate successful daily living skills.

- One term, one unit course
- Grade 9-12

## **APPLIED DEVELOPMENTAL READING**

8015 (0550)

This course is designed to strengthen reading skills. Emphasis is on basic word attack skills, vocabulary, transitional words, paragraph organization, basic comprehension skills, and learning strategies.

- One term, one unit course
- Grades: 9-12

## **APPLIED DIVERSITY APPRECIATION**

8036 (0550)

This class discusses various diverse groups including ethnic groups, racial groups, religious groups, and even different disabilities. The course will teach about several historical events that have affected some of these groups and the impact those events still have on our culture today.

- One term, one unit course
- Grades 9-12

## **APPLIED EARTH, SPACE, & ENVIRONMENTAL SCIENCE**

8055 (0550)

This course will cover earth science: the different layers of the earth, the three types of rocks, and how to identify simple rocks and minerals. Space science: the planets, the sun, the moon, stars and constellations, and advances in space travel. Environmental science: natural resources, global warming, taking care of the environment, the importance of recycling and conservation, the responsibilities of the Department of Natural Resources (DNR), and endangered species.

- One term, one unit course
- Grades 9-12



## **APPLIED GEOGRAPHY**

8065,8066 (0550)

This course will teach the students about reading and understanding maps, latitude and longitude, the seven continents and major oceans of the world, major countries/cultures around the world, major landforms around the world, as well as the geography of the United States.

- Two term, two units course
- Grades 9-12

## **APPLIED GOVERNMENT**

8060 (0550)

This course will explain the major principles, values, and institutions of constitutional government and citizenship. Other forms of government will be introduced to students as a tool used for comparison. The three branches of government will be introduced. The course will cover the shared powers of these branches along with the checks and balances between them. The course will also place emphasis on civic responsibilities and power of citizens in our society.

- One term, one unit course
- Grades 11-12

## **APPLIED HEALTH**

8058 (0550)

This class is set up to help our student's live healthy lives. Talking about making decisions that are not always the easiest, but will help them stay healthy. Topics include hygiene and fitness, mental/emotional, nutrition, family, and more.

- One term, one unit course
- Grade 9-12

## **APPLIED HUMAN DEVELOPMENT**

8044 (0550)

This course addresses development and wellness of individuals and families throughout the life cycle. This covers the stages of life; prenatal stages, infancy, childhood, adolescence, young adulthood, adulthood, and old age.

- One term, one unit course
- Grades: 9-12





## **APPLIED INTERPERSONAL RELATIONS**

8040 (0550)

This course promotes the development of appropriate and positive behaviors. Students will build self-esteem, self-control, and respect for the rights of others, and a sense of responsibility for one's own actions. Students will learn the various skills and techniques to deal with stress, anxiety, and frustration. Students will learn to deal with various social situations in an appropriate manner.

- One term, one unit course
- Grades 9-12

## **APPLIED LANGUAGE ARTS I-XII**

8010,8011,8012 (0550)

This course covers reading, vocabulary, comprehension, writing mechanics and composition. Students will be able to express correct written and verbal mechanics about a given topic relevant to their ability level. Students will recognize and understand target vocabulary words necessary for accomplishing given tasks and materials. Students will comprehend the expectations necessary to be successful in a variety of situations. This course has 12 different sections, offered one per trimester. The sections do not have to be taken in any particular order, but students are required to pass ten sections for graduation with a certificate of completion.

- Three terms, three units
- Grades 9-12

## **APPLIED LIFE SCIENCE**

8056 (0550)

This course will cover the basics of life science characteristics of and the classification system of living organisms, various communities and ecosystems (and the roles within these), plant parts/functions, food chains/webs, basic heredity, animal adaptations, compare plant and animal cells, and the human body (functions and processes of cells, tissues, organs, and systems).

- One term, one unit course
- Grades 9-12



## APPLIED LITERATURE IN FILM

8014 (0550)

This course will involve reading various pieces of literature or dramatic literature that have had films made about them. It will focus on either short, low reading level literature or abridged (but accurate) versions of the literature and their corresponding movies. Some possible films might include: James and the Giant Peach, How to Eat Fried Worms, a simplified reading of Romeo and Juliet or Hamlet, Holes, The Hobbit, Charlie and the Chocolate Factory, The Count of Monte Cristo, Of Mice and Men, among many other possibilities. The literature/films covered within the course will be based on availability of books and student interests. This is a course that is offered at the high school level in many places, yet could be adapted to the level of life skills students and it would be a course they would enjoy. The assignments in the class would include, reading the novel (or abridged version), answering comprehension questions (throughout the book and the movie), analyzing character, setting, and plot, recognizing foreshadowing in order to predict events, and comparing and contrasting the literature and the film. This is also a course that life skills students could take year after year because the content can easily be changed each time due to the vast number of books that have been made into movies (and more come out every year).

- One term, one unit course
- Grades 10-12

## APPLIED MATH I-XII

8000,8001,8002 (0550)

This course covers math concepts, calculation skills, problem solving, personal finance, time, and measurement. Students will formulate and solve problems directly related to the world around them so they can see how mathematics relates to their daily lives. Students will develop an understanding of mathematical concepts and calculation processes and procedures that meet their needs and/or capabilities. Students will relate mathematical experiences to real-world situations by accomplishing personal finances and record keeping to meet their specific individual needs. This course has 12 different sections, offered one per trimester. The sections do not have to be taken in any particular order, but students are required to pass eight sections for graduation with a certificate of completion.

- Three terms, three units each
- Grades 9-12



## **APPLIED PERSONAL FINANCE**

8052 (0550)

This class is set up to help students become aware of what it takes to budget your money. Topics included are opening a checking/savings account, writing deposit/withdraw tickets, writing checks, balancing your checkbook, loans, credit, and how to save money.

- One term, one unit course
- Grade 9-12

## **APPLIED PHYSICAL SCIENCE**

8057 (0550)

This course will cover basic science concepts that are related to students' interests including: measurement, the structure and properties of matter, the nature of energy, electricity, and simple machines.

- One term, one unit course
- Grades 9-12

## **APPLIED SAFETY**

8035 (0550)

This class covers the safety rules for drivers, bicyclists, and pedestrians. This course also covers safety at home, outdoors, and in the community. Students will learn about road signs and signals, personal safety, and other skills and knowledge needed to lead a safe and healthy life.

- One term, one unit course
- Grades 9-12

## **APPLIED VOCATIONAL**

8030 (0550)

This course prepares students by teaching basic pre-entry and entry-level skills. Students are placed in work settings according to their interests, abilities, and attendance. Students will successfully participate in the complete job acquiring process. Students will meet or exceed the expectations of the employer. Students will complete a job experience and understand the expectations of being an employee.

- Three terms, 3-6 units possible
- Grades 11-12
- Prerequisite: Life skills Careers or Careers



## **APPLIED WORLD AND U.S. HISTORY I, II, AND III**

8067,8068,8069 (0550)

World and U.S. History will begin with prehistory and archeological findings and move into early civilizations. This course will chronologically move forward through time until present day events. World and U.S. History will follow the same course as a general education World History course, but with much briefer narratives and various graphic organizers about each topic. Periodically throughout the class, it will include more in depth thematic units about some interesting topics. Some of these units will be: Ancient Greece, Ancient Egypt, North American Explorers, Colonial America, The Revolutionary War, The Civil War, Prohibition, and The Holocaust.

- Three terms, one unit each
- Grades 10-12

## **APPLIED WORLD LANGUAGES**

8037 (0550)

This class will introduce students to various languages and cultures of the world. Languages studied may include Spanish, French, German, and sign language. Other languages may be introduced dependent upon student interest.

- One term, one unit course
- Grades 9-12