2023-24 High School

COURSE CATALOG

EACS

East Allen County Schools

DREAM IT. DO IT.

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Equal Opportunity Statement

East Allen County School has a policy of providing equal opportunity. All courses are open to all students regardless of race, color, gender, handicapping condition, national origin, or limited English proficiency due to national origin. In addition, all educational services, student activities, programs, instruction and facilities will not be denied to anyone in East Allen County Schools as a result of an individual's race, color, gender, handicapping condition, national origin, or limited English proficiency due to national origin. Furthermore, East Allen County Schools has a policy to provide equal employment opportunity to all applicants and employees in a harassment-free work environment without regard to age, race, color, National origin, limited English proficiency due to national origin, gender, or disability. For further information, clarification, or complaint, parents may contact.

Questions about the Individuals with Disabilities Education Act (IDEA):

Cassie Lepper, Special Services Director, East Allen County Schools

Annex Building, 800 Homestead Drive, New Haven, IN 46774
clepper@eacs.k12.in.us (260)446-0100 ext. 3109

Questions about non-discrimination and accommodation under Title IX of the Education Amendments of 1972:

Tina Grady, Human Resources Director, East Allen County Schools
Administration Building, 1240 State Road 930 East, New Haven, IN 46774
tgrady@eacs.k12.in.us (260) 446-0100 ext. 1009

Questions about the Family Educational Rights and Privacy Act (FERPA):

Teresa Knoblauch, Assistant Superintendent of Elementary Education, East Allen County Schools Administration Building, 1240 State Road 930 East, New Haven, IN 46774
tknoblauch@eacs.k12.in.us (260)446-0100 ext.3124

Deborah Watson, Assistant Superintendent of Secondary Education, East Allen County Schools Administration Building, 1240 State Road 930 East, New Haven, IN 46774
dwatson@eacs.k12.in.us (260)446-0100 ext. 3151

Questions about equal employment opportunities (Title VII of the Civil Rights Act):

Tina Grady, Human Resources Director, East Allen County Schools
Administration Building 1240 State Road 930 East, New Haven, IN 46774
tgrady@eacs.k12.in.us (260) 446-0100 ext. 1009

Questions about sexual harassment (Title VII of the Civil Rights Act and Title IX of the Education Amendments of 1972):

Tina Grady, Human Resources Director, East Allen County Schools Administration Building, 1240 State Road 930 East, New Haven, IN 46774 tgrady@eacs.k12.in.us (260)446-0100 ext. 1009

Questions about student harassment or bullying:

Teresa Knoblauch, Assistant Superintendent of Elementary Education, East Allen County Schools Administration Building, 1240 State Road 930 East, New Haven, IN 46774 tknoblauch@eacs.k12.in.us (260)446-0100 ext.3124

Deborah Watson, Assistant Superintendent of Secondary Education, East Allen County Schools Administration Building, 1240 State Road 930 East, New Haven, IN 46774 dwatson@eacs.k12.in.us (260)446-0100 ext. 3151

Questions about public records under the Freedom of Information Act:

Tamyra Kelly, Public Relations Liaison, East Allen County Schools Administration Building, 1240 State Road 930 East, New Haven, IN 46774 tkelly@eacs.k12.in.us (260)446-0100 ext. 1050

Issues that remain unresolved after contacting the people above should be referred to:

Marilyn Hissong, Superintendent of Schools, East Allen County Schools Administration Building, 1240 State Road 930 East, New Haven, IN 46774 mhissong@eacs.k12.in.us (260)446-0100 Ext 1001

Athletics

Important information for you to know concerning the participation in athletics, the graduation exam, and diploma options is outlined below.

IHSAA ATHLETIC PARTICIPATION IN HIGH SCHOOL

To be eligible scholastically, students must have received passing grades at the end of their last grading period in school in at least seventy percent (70%) of the maximum number of full credit subjects (or the equivalent) that a student can take and must be currently enrolled in at least seventy percent (70%) of the maximum number of full credit subjects (or the equivalent) that a student can take. Semester grades take precedence.

NCAA ELIGIBILITY REQUIREMENTS:
Division I & II Institutions

To play NCAA sports as college freshmen, students must meet NCAA requirements. They include:

Graduation from high school and have successfully completed 16 core courses as listed below and have a core-course grade point average (based on a 4.0 scale) and a combined score on the SAT or a sum score on the ACT based on the new core GPA/test score index. **See your School Counselor for more information.**

- 16 Core Courses:
  - 4 years of English
  - 3 years of math (Algebra I or higher)
  - 2 years of social science
  - 2 years of natural or physical science (including at least one laboratory science, if offered)
  - 1 year of additional English, math, or natural/physical science
  - 4 years of additional courses (from any area above or foreign language, non-doctrinal religion/philosophy)

In addition to the academic requirements listed above, freshman eligibility for Division I and Division II intercollegiate athletics is determined by the NCAA Initial-Eligibility Clearinghouse. All entering freshmen wishing to participate must register with the Clearinghouse.

Class of 2016 & Beyond

Indiana General High School Diploma

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

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

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) must meet to discuss the student's progress.
- The student's Graduation Plan (including four year course plan) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Course and Credit Requirements (Class of 2016 & Beyond)

English/Language Arts	**8 credits** Credits must include literature, composition and speech
Mathematics	**4 credits** 2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course ***General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.***
Science	**4 credits** 2 credits: Biology I 2 credits: Any science course ***At least one credit must be from a Physical Science or Earth and Space Science course***
Social Studies	**4 credits** 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	**2 credits**
Health and Wellness	**1 credit**
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	**6 credits:** *one of which is Preparing for College and Careers which is an EACS graduation requirement.*
Flex Credit	**5 credits** Flex Credits must come from one of the following: • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	**6 credits** Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

40 Total Credits Required

INDIANA CORE 40

Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

Course and Credit Requirements

English/ Language Arts	**8 credits** Including a balance of literature, composition and speech.
Mathematics	**6 credits (in grades 9-12)** 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II *Or complete Integrated Math I, II, and III for 6 credits.* *Students must take a math or quantitative reasoning course each year in high school*
Science	**6 credits** 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	**6 credits** 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	**5 credits** World Languages Fine Arts Career and Technical Education
Physical Education	**2 credits**
Health and Wellness	**1 credit**
Electives*	**6 credits:** *one of which is Preparing for College and Careers which is an EACS graduation requirement.* (College and Career Pathway courses recommended)

40 Total State Credits Required

Schools may have additional local graduation requirements that apply to all students.

*Specifies the number of electives required by the state. High School schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career exploration and preparation opportunities.

CORE 40 Academic Honors

Min. 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 1 language or 4 credits each in 2 languages)
- Earn 2 Core 40 fine arts credits.
- Earn a grade of "C" or better in courses that will count towards the diploma.
- Have a grade point average of "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 transcripted college credits in dual credit courses from priority course list
  C. Earn two of the following:
    1) A minimum of 3 verifiable transcripted college credits from the priority course list,
    2) 2 credits in AP courses and corresponding AP exams,
    3) 2 credits in IB standard level courses and corresponding IB exams.
  D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each.
  E. Earn an ACT composite score of 26 or higher and complete written section
  F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE 40 Technical Honors

Min. 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:
  A. Pathway designated industry-based certification or credential, or
  B. Pathway dual credits from the list of priority courses resulting in 6 transcripted college credits
- Earn a grade of "C" or better in courses that will count towards the diploma.
- Have a grade point average of "B" or better.
-Complete one of the following:
  A. Any one of the options (A-F) of the Core 40 with Academic Honors
  B. Earn the following scores or higher on WorkKeys: Reading for information – Level 6, Applied Mathematics – Level 6, and Locating Information – Level 5
  C. Earn the following minimum score(s) on Accuplacer: Writing – 80, Reading – 90, Mathematics – 75
  D. Earn the following minimum score(s) on Edgenuity: Algebra – 66, Writing – 70, Reading – 80

Indiana Certificate of Completion

Course of Study

Effective with the students who enter high school in 2018-19 school year (Class of 2022)

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP).

Minimum total 40 credits/applied units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned and special education courses in which non-credit applied units are earned.	
English/Language Arts	**8 credits/applied units**
	Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	**4 credits/applied units**
	Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Student must take a math or applied math course each year in high school.
Science	**4 credits/applied units**
	Including a balance of physical, earth/nature, life, engineering and technology
Social Studies	**4 credits/applied units**
	Including a balance of history, civics and government, geography, economics
Physical Education	**2 credits/applied units**
Health & Wellness	**1 credit/applied unit**
Employability	**10 credits/applied units**
	Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, introduction to post-secondary options
	Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy
Electives	**7 credits/applied units**

Certificate of Completion Transition Portfolio

Students earning a certificate of completion fulfill <u>at least one</u> of the following (aligned with transition goals):

1. **Career Credential:** Complete an industry-recognized certification, one-year certificate or state-approved alternative
2. **Career Experience:** Complete project- or work-based learning experience or part time employment
3. **Work Ethic Certificate:** Earn a Work Ethic Certificate (criteria to be locally determined)
4. **Other Work Related Activities:** As determined by the case conference committee

Assumptions:

1) High Expectations for all students is a shared responsibility.
2) General Education courses are accessed whenever appropriate to fulfill the Certificate of Completion course of study.
3) Students' IEP goals are aligned with grade level standards/content connectors that drive curriculum and instruction.
4) Communication skills, reading skills, and problem solving skills are integrated into all courses.
5) Courses can be repeated with new goals if appropriate; more than four years may be needed for completion.
6) All courses are driven by the Transition IEP and individual goals of each student.

Draft created on 4.27.16; revised 5.18.16;5.23.16; 5.25.16; 3.31.17,4.19.17, 4.26.17, 5.16.17; 7.28.17

Indiana College and Career Pathway Clusters

Each EACS high school offers the following Cluster and Career Pathway:

Graduation Checklist

Students must satisfy **all three** of the following Graduation Pathway Requirements by completing **at least one** of the associated Graduation Pathway Options.

Graduation Pathway Requirements	Graduation Pathway Options
1 ☐ High School Diploma	**Meet the statutorily defined diploma credit and curricular requirements** ☐ General ☐ Core 40 ☐ Core 40 w/ AHD ☐ Core 40 w/ THD
2 ☐ Learn and Demonstrate Employability Skills Students must complete **at least one** of the Graduation Pathway Options.	☐ Project-Based Learning Experience ☐ Service-Based Learning Experience ☐ Work-Based Learning Experience
3 ☐ Postsecondary-Ready Competencies Students must complete **at least one** of the Graduation Pathway Options.	☐ Honors Diploma ☐ AHD ☐ THD ☐ ACT College Ready Benchmarks ☐ SAT College Ready Benchmarks ☐ ASVAB ☐ State and Industry Recognized Credential or Certification ☐ State, Federal, or Industry Recognized Apprenticeship or Co-Op ☐ CTE Concentrator ☐ AP/Dual Credit** ☐ Locally Created Pathway ☐ Waiver Eligible

ADVANCED PLACEMENT COURSES AND COLLEGE COURSES

Students are encouraged to complete as many high level courses as possible. Along with Advanced Placement, courses, eligible students may enroll in dual credit college courses.

COURSE CHANGE POLICY

Students may only change courses during the designated time period prior to the start of the school year. Changes after the start of school will be considered because of administrative error and/or 12th graders needing a course change to achieve graduation requirements. Also, if 11th or 12th grade students have a conflict because of college courses in their schedule, students may adjust their schedules to enable their enrollment in college courses. However, if the student wants to drop and add another course while taking a college course and there is no time conflict, the student request is denied. If a student, because of illness or accident, is unable to continue a class, a change may be approved. A doctor's note will be required (ex: broken bone in P.E.).

Administration and Counseling Staff Members

East Allen University
Principal: Doug Hicks, Ext. 7501
Asst. Principal: Jacob Hyndman, Ext. 7304
Director of School Counseling: Tina Antrim, Ext. 7506

Heritage Jr./Sr. High School
Principal: Rebecca Christensen, Ext. 7001
Asst. Principal: Diane Dikeolakos, Ext. 7002
Director of School Counseling: Jennifer Hunter, Ext. 7011
School Counselor: Laura Robinson, Ext. 7010
Graduation Pathways Coach: Ellie Guise, Ext. 7012

Leo Jr./Sr. High School
Principal (Sr. High): Chad Houser, Ext. 7101
Principal (Jr. High): Katie Metz, Ext. 7103
Asst. Principal: Jared Sauder, Ext. 7102
Asst. Principal/AD: Dave Boyce, Ext. 7104
Director of School Counseling: Christi Smeltzley, Ext. 7109
School Counselor (Jr. High): Cary Cogdell, Ext. 7110
School Counselor (Sr. High): Gary Rogers, Ext. 7179
Dean of Students: Eric Screeton, Ext. 7122
Graduation Pathways Coach: Carrie Shappell, Ext 7124.

New Haven Jr./Sr. High School
Principal (Sr. High): Patty Meadows, Ext. 7201
Principal (Jr. High): Adam Sirken, Ext. 6001
Asst. Principal: Chad Smekens, Ext. 7202
Asst. Principal: Josh Dommer, Ext.7213
Asst. Principal/AD: Nick Cunningham, Ext. 7203
Asst. Principal JH: Jason Wilson, Ext. 6007
Director of School Counseling: Jennie Wallace, Ext. 7208
School Counselor: Kyle Patterson, Ext. 7219
School Counselor: Sydney Salway, Ext. 7214
Dean of Students: Kelly Andrews, Ext. 7244
Graduation Pathways Coach: Jenny Koerner, Ext. 7209

Woodlan Jr./Sr. High School
Principal: Dennis Kern, Ext. 7401
Asst. Principal: Abby Mejia, Ext. 7402
Asst. Principal/AD: Robert Berkley, Ext. 7404
Director of School Counseling: Andy Davis, Ext. 7478
School Counselor: Shanon Nunley, Ext. 7409
Graduation Pathways Coach: Brittany Wagner, Ext. 7408

East Allen University

East Allen University is committed to building relationships with students and engaging them in a relevant, rigorous and supportive early college high school environment that will prepare students to be lifelong learning and engaged citizens.

Frequently Asked Questions

What degree can I earn?

Students have the opportunity for gaining high school and collegiate credits at the same time! You can earn:

- *Academic Honors Diploma*
- *Core 40 Diploma*
- *Associate Degree* (60 university credits that can lead to a 4 year degree!)

How much does this cost?

Tuition can range from *$25.00 to $75.00 per credit hour.* Qualified students on Free or Reduced status often have *NO cost for many of these courses!*

Will Early College shorten the degree completion process?

Yes! It reduces the number of entry-level classes students have to take in college.

Did you know?

Early Colleges are small schools where students can earn a CORE 40 high school diploma with the potential to earn an Associate Degree or two years of college credit towards a Bachelor's Degree in four years or less. This is accomplished by offering students a challenging high school curriculum along with college courses through the partnering college or university.

At East Allen University, you can earn an Associate Degree in General Studies through a partnership with Vincennes University!

Along with the opportunity to earn a COLLEGE DEGREE by the time you graduate high school, there are many other benefits of attending an Early College!

At East Allen University, we…

-offer a small, personalized school environment.
-promote strong student-teacher relationships.
-engage in frequent communication with students and parents.
-have additional study & resource time available for students.
-utilize technology and Project Based Learning.
-provide student internship opportunities.
-offer VU tutoring for Math and English.

There are a variety of different courses available at EAUI Check out some of our awesome selections.

Intro to Criminology
Intro to World Literature
Web Design
College Algebra
Trigonometry
Human Biology
First Aid
Personal Finance
Dramatic Literature
Spanish
Anatomy & Physiology
Psychology/Sociology
Computer Applications

East Allen University

EARLY COLLEGE CORE PRINCIPLES

1. Early College schools are committed to serving students underrepresented in higher education.
2. Early College schools are created and sustained by a local education agency, a higher education institution, and the community, all of whom are jointly accountable for student success.
3. Early College schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.
4. Early College schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.
5. Early College schools and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

GOALS:

- ✓ Students will receive a minimum of an Indiana CORE 40 diploma.
- ✓ Students may receive an Associate Degree with a professional or vocational certification.
- ✓ Students may graduate with 60 college credits leading to a four year degree.

East Allen University

Student Courses:

9th Grade	Required	Electives
	VU Computer Applications (1 Sem)	Critical Reading (1Sem)
	VU Health (1 Sem)	VU Study Skills (1 Sem)*
	VU P.E. (1 Sem)	VU Success Strategies (1 Sem)*
	English 9 or English 9 Honors (yr)	VU Careers (1 Sem)*
	Algebra I or Geometry (yr)	
	World History (yr)	
	Biology I (yr)	
	P.E. II (1 Sem)	
	Total of 5-10 college credits possible	***These courses are not dual credit; must be paid for separately through VU to get the college credit.**
10th Grade	**Required**	**Electives (1 Sem unless noted)**
	VU Spanish I (yr)	VU Intro to Business
	English 10 or English 10 Hnrs (yr)	VU Web Design
	Geometry or Algebra II (yr)	VU Intro to Health Careers
	Chemistry (yr)	VU Accounting
	U.S. History (yr)	Advanced Health
		Dramatic Literature
		Film Literature
		Intro to Art (sem/yr)
		Mass Media
		Advanced P.E.
	Total of 7-10 college credits possible	

11th Grade	Required	Electives (1 Sem unless noted)
	VU Spanish II (yr)	VU Accounting (yr)
	VU English 101 (yr)	VU Intro to Business
	Algebra II (yr) -**OR**-	VU Web Design
	VU College Algebra/Trig (sem/yr)	VU Intro to Health Careers
	VU Adv Biology (yr) -**OR**-	VU Medical Terminology
	VU Anatomy/Physiology (sem/yr)	VU Intro to Marketing
	VU Plant/Animal Science (yr)	VU Intro to Criminology
	VU Psychology (1 Sem) -**AND/OR**-	VU Intro to Social Problems
	VU Sociology (1 Sem)	Advanced Art (yr)
		Advanced Health
		Advanced P.E. (sem/yr)
		Weight Training (sem/yr)
		Dramatic Literature
		Film Literature
		Intro to Art (sem/yr)
		Mass Media
		SAT Prep
		Business/Personal Law
		Indiana Studies
	Total of 26-36 college credits possible	**Electives (1 Sem unless noted)**

****X-Mester: VU Summer program where students can take one course for 3 college credit hours and get on-campus college experience.**

12th Grade	Required	Electives (1 Sem unless noted)
	VU Spanish III (yr)	VU Accounting (yr)
	VU English 102 (sem)	VU Intro to Business
	VU World Literature (sem)	VU Web Design
	VU College Algebra/Trig (sem/yr) -**OR**-	VU Intro to Marketing
	AP Calculus (yr) -**OR**-	VU Intro to Health Careers
	Finite Math (yr) or CCR Math	VU Medical Terminology
	VU Advanced Science (yr) -**OR**-	VU First Aid
	Physics (yr) -**OR**-	VU Internship (out-of-school)
	Earth/Space Science (yr)	VU Psychology -**OR**- Sociology
	VU Personal Finance (1 sem)	VU Social Problems
	VU Cultural Diversity (1 sem)	VU Intro to Criminology
	Government (1 sem)	Advanced Art
	Economics (1 sem)	Advanced Health
		Advanced P.E. (sem/yr)
		Weight Training (sem/yr)
		ISTEP+ Remediation
		Dramatic Literature
		Film Literature
		Mass Media
		Business/Personal Law
		Indiana Studies
	Total of 19-28 college credits possible	

GOAL: Associate's Degree – 60+ college credit hours

-**OR**-

Core Certificate – 30+ college credit hours

EACS Dual Credit Options

Dual Credit Options

East Allen County Schools has an agreement with local colleges/universities which allows students to take classes as high school juniors and seniors on their college campus and earn college credit. Students should contact their school counselor if they are interested in taking these courses.

Eligibility

The following criteria are established in order for the district to accept such credit toward graduation:

- Grade 11 or 12 status
- Completion of a credit analysis with a guidance counselor prior to the beginning of the college/university course
- Student provides transportation to the college/university
- Student responsibility for any financial obligations associated with the dual credit course

Information Dissemination

Before February 1 of each year, each high school will provide each student in grades 10 and 11 with full and complete information concerning the dual credit program. Each high school shall encourage eligible students to participate in the program.

High School Secondary Credits

A student will receive (1) credit toward graduation for a semester course taken at a college or university. The student's records will reflect that the credits were earned at the eligible institution.

Core Transfer Library

To enable a student to transfer college credits, Indiana has developed the Core Transfer Library (CTL) – a list of courses that will transfer among all Indiana public college and university campuses, assuming adequate grades.

All Core Transfer Library courses will meet the general education or free elective requirements of undergraduate degree programs, and a significant majority of CTL courses will also count as one-on-one equivalents to courses taught at your new campus.

To view a listing of courses, visit the following website:

www.transferin.net

Dual Credit Reimbursement for Eligible EACS Juniors and Seniors

Through the East Allen County Schools Educational Foundation's Dual Credit/Collegiate Connection program, our East Allen County Schools Juniors and Seniors are eligible to receive reimbursement for dual credit they successfully complete for high school and college credit.

Annually, because of the generosity of our Foundation's supporters, a minimum of $5000 is available from our EACS Educational Foundation to each of our five (5) EACS high schools for this specific purpose: reimbursing EACS Juniors and Seniors for successfully completing dual credit coursework.

-To learn more about the potential reimbursement opportunity for EACS Juniors and Seniors, contact your high school guidance counselor.

-To learn more about how you could help continue this program by providing a donation to support our Foundation, contact Wendy Hoering, Director of Development: 260-446-0135 or whoering@eacs.12.in.us

Thank you for being a part of our community and for helping our Foundation to aid students as they work towards "Achieving Dreams"!

PURDUE UNIVERSITY FORT WAYNE | Collegiate Connection

EARN DUAL CREDIT

2022-23

Earn college credit while in high school through Purdue Fort Wayne!

Make a smart move. Get college credit while taking courses in your high school or at PFW. Actually get credit for **both college *and* high school**. You can save time and money and gain confidence when you **jump start** your college career.

Why take dual credit courses?

- Earn college credit during **high school**—without leaving your school
- Finish your **college degree** in four years (or less)—save by paying about **60–90% less** than on-campus tuition
- Satisfy the Indiana high school **Academic Honors or Technical Honors diploma** requirements
- Take advantage of **campus amenities** with a student ID

What is the selection criteria?

- Maintain a high school GPA of:
  - Seniors and juniors: 2.8 on a 4.0 scale
  - Sophomores and second semester freshmen: 3.0 on a 4.0 scale
- Meet the course prerequisites
- Work toward meeting the CORE 40 or Academic Honors graduation requirements
- Receive parent/guardian approval

Transfer options

Most courses are transferrable to other public institutions in Indiana; many private or out-of-state colleges also accept transfer credit. You can request an official transcript be submitted to the college of your choice. Check with your prospective college advisor regarding specific degree requirements and transfer questions.

How to apply

Apply online at pfw.edu/connection. You will also need to send an official high school transcript and parent permission form. There is no application fee.

Course information

Get first-hand college experience as a high schooler and take courses on our campus. If you meet the course prerequisites, you'll be able to take it. The Collegiate Connection Coordinator will assist you with your course selection and registration. Suggested courses are listed online at pfw.edu/connection, click on Programs, then On Campus for the list.

Fees

Fees per credit hour (classes will be 3 or 4 credit hours) for the academic year 2021-2022 are:

Priority Courses @Your High School - $25.00
Non-priority Courses @Your High School - $105.10
Courses @PFW - $291.00*

*Fees for the 2021-2022 academic year had not been determined at time of printing.

Financial assistance

If you qualify for the national free or reduced textbook/lunch program, Purdue Fort Wayne will provide a scholarship to pay your tuition for classes held at your high school. You are still responsible for purchasing any additional textbooks or materials. There is no financial assistance for classes held at the PFW campus, but there are payment plans of two or four payments available.

Benefits

As if earning college credit during high school wasn't enough—as a Collegiate Connection student, PFW offers you free academic help ranging from tutoring and writing assistance to career counseling and research assistance.

In addition to free academic help, you'll receive these and other great free incentives.

- Access to more than 140 student organizations and clubs, including intramural sports
- Admission to all Purdue Fort Wayne Athletics home games, including those at Memorial Coliseum
- Access to our Athletics Center, which includes fitness/conditioning equipment, an indoor track, basketball/volleyball/wallyball courts
- Discounts at various businesses with your official university ID
- Access to hundreds of campus events, from comedians and cookouts to distinguished lecture

- **Learn more**
- Talk to your guidance counselor, visit **pfw.edu/connection**, email **connection@pfw.edu**, or call
- **260-481-5478.**

- **Purdue Fort Wayne Collegiate Connection courses offered at the high schools**
- Offerings are subject to change. Please contact your high school guidance office for the most up-to-date listing.

Available at:	PFW Crs. No.	PFW Course Title	Cr. Hrs.	CC Cost	at PFW Cost**
Leo	AD 10101	Art Appreciation	3	$315.30	$873.00
Leo	AD 10801	Introduction to Drawing for Non-Majors	3	$315.30	$873.00
Leo	BUS 26000	Personal Finance	3	$315.30	$873.00
Leo, New Haven	ECON E200	Fundamentals of Economics	3	$75.00*	$873.00
Leo, New Haven	MA 14000	Practical Quantitative Reasoning	3	$315.30	$873.00
Heritage, Leo, New Haven, Woodlan	MA 15300	College Algebra	3	$75.00*	$873.00
Heritage, Leo, New Haven, Woodlan	MA 15400	Algebra & Trigonometry II	3	$75.00*	$873.00
East Allen University, Heritage, Leo, New Haven, Woodlan	MA 16500	Analytic Geometry & Calculus I	4	$100.00*	$1,164.00
East Allen University	MA 16600	Analytic Geometry & Calculus II	4	$100.00*	$1,164.00
Leo	SPAN 20301	Second Year Spanish I	3	$75.00*	$873.00
Leo	SPAN 20401	Second Year Spanish II	3	$75.00*	$873.00
Leo	STAT 12500	Communicating with Statistics	3	$315.30	$873.00

- *Indiana Commission for Higher Education Priority Course rate EA/EOU
- **2020-21 academic year. Fees for 2022-2023 had not been determined at time of printing.

UNIVERSITY of SAINT FRANCIS™

Through a partnership with the University of Saint Francis, Leo High School is able to offer the following course:

Education Professionals

This course provides an overview of the contemporary, rapidly-evolving field of education, and includes an introductory field placement or out of school internship.

DUAL CREDIT AND DUAL ENROLLMENT
WITH IVY TECH COMMUNITY COLLEGE - FORT WAYNE

Ivy Tech Community College partners with East Allen County Schools (EACS) to offer students an opportunity to obtain Dual Credit which means eligible students are able to earn college credit while still in high school. EACS students have this opportunity for coursework taken and earned at the various EACS High Schools, East Allen Career Center, and the FWCS Career Academy at Anthis.

Dual Credit (High School-Based):

Students take courses at their HS where they may earn both high school and college credits, tuition-free.

- Taking a college course that also earns high school credit
- Taking a high school course taught at the HS by the credentialed HS faculty
- Student meets College entrance requirements and if applicable, demonstrates college-ready
- NO Ivy Tech Tuition or Fees Apply
- Transcripted College credit

Dual Enrollment (College-Based):

Students may take courses face-2-face, virtually, and online with Ivy Tech Fort Wayne where they may earn both high school and college credit. Cohort Dual Enrollment programing may be established at your local HS/CTE. Dual Enrollment supports dual credit processes and allows for stackable credential completion. Ivy Tech's Dual Credit College Advisor provides guidance to students for college and career conversations to assist them in meeting their goals and transition steps. Connect to learn more about various I-Complete Scholarship opportunities.

ENROLLMENT INFORMATION

Dual Credit students are to be enrolled at Ivy Tech as high school courses-only students. Students are eligible to earn Dual Credit for coursework completed while in grades, 9-12. Enrollment is not automatic upon enrollment in a high school course covered by a Dual Credit Agreement. EACS students must choose to enroll for the Dual Credit option, and must complete and submit an Ivy Tech Dual Credit Application. Prior to registration, each Dual Credit student is responsible for meeting individual course prerequisite requirements/demonstrating college-ready in Reading, Writing, and Math.

Students must earn a passing grade in the courses (or sequence of course, culminating in mastery), including all applicable prerequisite requirements, assessments, end of course outcomes, and special conditions to receive credit at Ivy Tech Community College. The academic grading system reflects the quality of performance and level of competency achieved by students who complete a dual credit course. Formal grades are assigned at the end of each enrollment period. Dual Credit instructors determine grades based on objective evaluation of students' performance. College credit will be awarded upon notification from Ivy Tech Community College that the student has earned the required grade.

TRANSFER OPTIONS

Ivy Tech Community College credits transfer; we advise students to check with the Admissions Office of the academic institution to determine which credits transfer. Visit www.TransferIN.net for more details.

CONTACT INFORMATION

For additional information or questions, please contact EACS HS's Guidance Office and/or Ivy Tech's Dual Credit College Advisor, Christopher Riley at (260) 482-9171, ext. 2512 or criley89@ivytech.edu .

Visit Ivy Tech's K-14 Engagement Activities and Events: https://www.ivytech.edu/35162.html

Dual Credit Agreements with Ivy Tech Community College Fort Wayne 2020-21

EACS	Ivy Tech Course Name and Credits	HS Class Name and IDOE No.
East Allen Career Center	HLHS 100, Intro to Health Careers, 3 cr	Health Science Education I, 5282
East Allen Career Center	***HLHS 101, Medical Terminology, 3 cr**	Medical Terminology, 5274
East Allen Career Center	HLHS 107, CNA Preparation, 5 cr	Health Science Education II: Nursing, 5284
Heritage Jr/Sr HS	AGRI 102, Agribusiness & Farm Mgt, 3 cr	Agribusiness Management, 5002
Heritage Jr/Sr HS	AGRI 107, Advanced Animal Science, 3 cr	Advanced Life Science, Animals, 5070
Heritage Jr/Sr HS	AGRI 164, Landscape Design I, 3 cr	Landscape Management I, 5136
Leo Jr/Sr HS	DESN 101, (PLTW) Intro to Design Technology, 3 cr	Intro to Engineering Design (IED) PLTW, 4802
Leo Jr/Sr HS	DESN 104, (PLTW) Mechanical Graphics, 3 cr	Principles of Engineering (POE) PLTW, 5644
New Haven HS	DESN 101, (PLTW) Intro to Design Technology, 3 cr	Intro to Engineering Design (IED) PLTW, 4802
New Haven HS	DESN 104, (PLTW) Mechanical Graphics, 3 cr	Principles of Engineering (POE) PLTW, 5644
New Haven HS	DESN 105, (PLTW) Architectural Design I, 3 cr	Civil Engineering & Architecture (CEA) PLTW, 5650
New Haven HS	***ENGL 111, English Composition, 3 cr**	Advanced English/Language Arts, 1124
New Haven HS	***ENGL 206, Intro to Literature, 3 cr**	Advanced English/Language Arts, 1124
New Haven HS	***SPAN 101, Spanish Level I, 4 cr**	Spanish III, 2124
New Haven HS	***SPAN 102, Spanish Level II, 4 cr**	Spanish III, 2124
New Haven HS	***SPAN 201, Spanish Level III, 3 cr**	Spanish IV, 2126 or Spanish Language AP, 2132
New Haven HS	***SPAN 202, Spanish Level IV, 3 cr**	Spanish IV, 2126 or Spanish Language AP, 2132
Woodlan Jr/Sr HS	***CHEM 101, Introductory Chemistry I, 3 cr**	Chemistry II (L), 3066

FWCS - Career Academy at Anthis 20-21

AUBR 101, Body Repair I, 3cr	Automotive Collision Repair I, 5514	*HOSP 101, Sanitation & Safety, 2cr,	Culinary Arts & Hosp I, 5440
AUBR 103, Automotive Paint Fund, 3cr	Automotive Collision Repair II, 5544	*HOSP 102, Basic Food Theory & Skills, 3cr	Culinary Arts & Hosp I, 5440
AUTI 100, Basic Automotive Service, 3cr	Automotive Services Technology I, 5510	*HOSP 104, Nutrition, 3cr	Culinary Arts & Adv Hosp II: Culinary, 5346
AUTI 111, Electrical Systems I, 3cr	Automotive Services Technology II, 5546	*HOSP 105, Intro to Baking, 3cr	Culinary Arts & Adv Hosp II: Culinary, 5346
AUTI 121, Brake Systems, 3cr	Automotive Services Technology I, 5510	*HOSP 114, Intro to Hospitality, 3cr	Culinary Arts & Adv Hosp II: Hosp Mgt, 5458
AUTI 122, Steering & Susp Systems, 3cr	Automotive Services Technology I, 5510	HSPS 102, Intro to Public Safety, 3cr	Fire and Rescue I, 5820
AUTI 131, Engine Perf Systems I, 3cr	Automotive Services Technology II, 5546	HSPS 106, Fire Suppression, 3cr	Fire and Rescue I, 5820
AUTI 141, Engine Fund & Repair, 3cr	Automotive Services Technology II, 5546	HSPS 120, Incident Mgt Systems I, 3cr	Fire and Rescue I, 5820
AUTI 145, Driveline Service , 3cr	Automotive Services Technology I, 5510	HSPS 121, Hazmat Awareness, 3cr	Fire and Rescue I, 5820
BCTI 100, Intro to Construction Tech, 3cr	Construction Trades I, 5580	HSPS 165, Fire Fighter I, 3cr	Fire and Rescue I, 5820
BCTI 101, Intro to Carpentry, Part 1, 3cr	Construction Trades I, 5580	HSPS 167, Fire Fighter II, 3cr	Fire and Rescue I, 5820
BCTI 130, Intro to Electrical, 4cr	Construction Trades: Electrical I, 4830	HVAC 101, Heating Fundamentals, 3cr	Construction Trades: HVAC I, 5496
***CRIM 101, Intro Criminal Justice Systems, 3cr**	Criminal Justice I, 5822	HVAC 107, Duct Fab & Installation, 3cr	Construction Trades: HVAC II, 5498
*CRIM 103, Cultural Awareness, 3cr	Criminal Justice II, 5824	PARM 102, Emergency Medical Tech, 7.5cr	Emergency Medical Services, 5210
*CRIM 105, Intro to Criminology, 3cr	Criminal Justice I, 5822	*SDEV 120, Computing Logic, 3cr	Computer Science I, 4801
*CRIM 111, Intro to Traffic Enf & Invest, 3cr	Criminal Justice II, 5824	*SDEV 140, Into to Software Dev, 3cr	Computer Science II: Programming II, 5236
*ECED 100, Intro to Early Childhood Ed, 3cr	Early Childhood Education I, 5412	WELD 100, Welding Fundamentals, 3cr	Welding Technology I, 5776
*ECED 101, Health, Safety & Nutrition, 3cr	Early Childhood Education I, 5412	WELD 108, Shielded Metal Arc Welding, 3cr	Welding Technology I, 5776
*ECED 103, Curr Early Child Classroom, 3cr	Early Childhood Education I, 5412	WELD 207, Gas Metal Arc (MIG) Welding, 3cr	Welding Technology II, 5778
*ECED 105, CDA Process, 3cr	Early Childhood Education II, 5406	WELD 208, Gas Tungsten Arc (TIG) Welding, 3cr	Welding Technology II, 5778
HLHS 100, Intro to Health Careers, 3cr	Health Science Education I, 5282		
***HLHS 101, Medical Terminology, 3cr**	Medical Terminology, 5274		
HLHS 107, CNA Preparation, 5cr	Health Science Ed II: Nursing, 5284		

* Dual Credit Courses Require Applicable PSAT/SAT/ACT Scores or College Assessment (KA) for students to be eligible for college credits.
(**Core Transfer Library** courses are reflected in bold.)

< Subject to Change or Revision per Dual Credit Agreement and MOU >

Dual Credit Courses In-Process for 2021-22 (To Be Confirmed)

New Haven HS	*APHY 101, Anatomy & Physiology I, 3 cr	Anatomy & Physiology, 5276
New Haven HS	*APHY 102, Anatomy & Physiology II, 3 cr	Adv Science Credit, College Credit, 3090
Heritage Jr/Sr HS	AGRI 104, Food Science, 3 cr	Food Science, 5102
Heritage Jr/Sr HS	AGRI 106, Agriculture Mech, 3 cr	Agriculture Power, Structure & Tech, 5088

TRINE
UNIVERSITY

Trine University Dual Enrollment Program

Welcome to our Dual Enrollment Program for high school students. This is an amazing opportunity to begin earning college credit while still in high school.

There are two options for taking classes through the Dual Enrollment Program:

Academic Experience – is a program in the high schools, taught by fully qualified adjunct instructors who are also high school teachers. These courses are offered at the high school campus during the regular school day.

Campus Experience – is when high school students take university courses on our campus or online.

Earning College Credit

Provided a grade of "C" or better is earned, the student will receive full college credit on a Trine University transcript. Credit can be applied toward a Trine degree or may be transferred to another university. Trine University is a member of Indiana's Core Transfer Library and the only private institution on the state's preferred provider list.

Student Requirements

The Dual Enrollment Program is open to students who have completed their sophomore year of high school (public, private or homeschooled), have a GPA of 3.0 or better, and are in the top half of their class. Some exceptions can be made with teacher and guidance counselor approval.

Tuition and Fees

Tuition is significantly reduced for Dual Enrollment students. Courses taught in the high schools are $25 per credit hour. Courses taught on the campus of Trine University are $75 per credit hour. Online courses are $50 per credit hour. All student fees are waived for Dual Enrollment students.

Annual Grant

Trine University offers a $1,000 per year grant to students who enroll as a full-time student at Trine and have taken classes through Trine's Dual Enrollment Program. That means students and families could save up to $4,000 when earning a four-year degree from Trine University.

Courses offered through Trine University (at NHHS):

- SOC 103 Principles of Sociology (3 credit hours)
- HIS103 American History I (3 credit hours)
- HIS113 American History II (3 credit hours)
- PSY113 Elementary Psychology (3 credit hours)
- GOV113 Intro to Government (3 credit hours)

East Allen Career Center

Program	**Automation and Robotics**
Course Titles Year I	Principles of Advanced Manufacturing Industrial Power Fundamentals Mechatronic Systems
Course Titles Year II	Automation and Robotics Capstone
HS Credits	6/Year
Dual Credits – Vincennes	Up to 15
Eligible Grade Levels	11th and 12th
Instructional Topics	1. Troubleshooting automated systems 2. Mechanical drives 3. Fluid power systems 4. Mechatronics 5. Basic electricity 6. Programmable logic controls (PLC)
Program	**Precision Machining**
Course Titles Year I	Principles of Precision Machining Machining Fundamentals Precision Machining
Course Titles Year II	Precision Machining Capstone
HS Credits	6/Year
Dual Credits – Vincennes	Up to 15
Eligible Grade Levels	11th and 12th
Instructional Topics	1. Blueprint reading 2. General machines 3. CNC set-up and operations 4. Precision tooling
Program	**Construction Trades (ABC Prep Academy)**
Course Titles Year I	Principles of Construction Trades General Carpentry Framing and Finishing
Course Titles Year II	ICE
HS Credits	6/Year
Dual Credits – Vincennes	Up to 9
Eligible Grade Levels	11th and 12th
Instructional Topics	1. Carpentry and Framing 2. Finishing 3. Heating Ventilation and Air Conditioning 4. Electrical and Plumbing

Program	**Health Sciences – Pre-Nursing**
Course Titles Year I:	Principles of Healthcare Medical Terminology Healthcare Specialist: CNA
Dual Enrollment Courses Year II	Healthcare Specialist Capstone
HS Credits	6/Year
Dual Credits – Ivy Tech	Up to 11
Eligible Grade Levels	11th and 12th
Instructional Topics	1. CNA Preparation 2. Patient Care 3. Health Care Careers
Certification	CNA
Program	**Pharmacy Technology**
Course Title	Health Science Education II: Pharmacy
HS Credits	6/Year
Dual Credits – Vincennes	Up to 20
Eligible Grade Levels	12th
Instructional Topics	1. Pharmacology 2. Medication dispensing lab 3. Pharmacy calculations 4. Pharmacy law and ethics 5. Practicum in local pharmacies
Certification	National Pharmacy Technician Certification
Program	**Criminal Justice**
Course Titles Year I	Principles of Criminal Justice Law Enforcement and Cultural Awareness Courts and Corrections
Course Titles Year II	Criminal Justice Capstone
HS Credits	6/Year
Dual Credits – Ivy Tech	Up to 18
Eligible Grade Levels	11th and 12th
Instructional Topics	1. Investigations 2. Community Relations 3. Court Services 4. Adult and Juvenile Systems
Program	**Education Professions**
Course Titles Year I	Principles of Teaching Child and Adolescent Development Teaching and Learning
Course Titles Year II	Education Professions Capstone
HS Credits	6/Year
Dual Credits – Ivy Tech	Up to 9
Eligible Grade Levels	11th and 12th
Instructional Topics	1. Technology in education 2. Special education 3. Cognitive and social development 4. Current trends in education

FWCS Career Academy at Anthis

1200 South Barr Street
Ft. Wayne, IN 46802
260-467-1010

Transportation

Students must provide their own transportation to and from the FWCS Career Academy. East Allen County Schools (EACS) does NOT provide transportation to the FWCS Career Academy. A student should have his/her travel arrangements finalized prior to signing up for a FWCS Career Academy program.

Programs available

The following are the programs available for EACS students to enroll in at the FWCS Career Academy. EACS provides 50 slots for students that live in the EACS attendance area. Please note that some of the programs are one year, some are two year, and some require students to put in additional hours in the summer. Please talk to your school counselor if you are interested in enrolling in one of the following programs.

Auto Mechanic Technology

1. Electrical/Electronic
2. Engine Performance
3. Engine Principles
4. Brakes/Steering and Suspension
5. Collision Technology I
6. Collision Technology II

Aviation Maintenance Tech. (at Smith Field)

1. 1st year – AM

Careers in Early Education

1. Early Childhood Education I
2. Early Childhood Education II: Internship

Cosmetology

1. 1st year – PM
2. 2nd year – AM

Culinary Art

1. Culinary Arts & Hospitality
2. Advanced Culinary

Construction Technology

1. Home Building
2. Electrical
3. Finish Carpentry/Masonry
4. HVAC/Plumbing

Health Science Education

1. Introduction to Health Careers
2. Introduction to Medical Asst. (Sr. Only)
3. Dental Careers I
4. Certified Nurse Assistant (Jr. and Sr.)

Information Technology Academy

1. IT Support (Comptia A+)
2. Graphic Design I
3. Graphic Design II
4. Interactive Media
5. TV Production/Radio I and II
6. Networking I
7. Networking II
8. Computer Science II: Programming
9. Computer Science III: Software Devel.

Public Service (at Public Safety Academy)

1. Criminal Justice/Law Enforcement (at Anthis building)
2. Fire Rescue I and II (must be 17 by March)
3. Introduction to Emergency Services (seniors only – must be 18 by 4/1)

Manufacturing

1. Welding I
2. Welding II
3. Precision Machine 1st Year – PM
4. Precision Machine 2nd Year - PM

CAREER DEVELOPMENT OPPORTUNITIES

EACS MANDATORY KEYSTONE CAREER DEVELOPMENT COURSE

Preparing for College and Careers

Required for Graduation
Maximum Credits: 1 credit for **mandatory** Careers Course

Preparing for College and Careers is a MANDATORY course designed to address the knowledge, skills, and behaviors all students need in order to live, plan, and work successfully in today's society. The course includes, but is not limited to, exploring career clusters; developing four year plans; researching/collecting labor market data; beginning the employment process through job searching, applications, resumes, interviews, employee evaluations, and job-survival skills. Extensive practice in reading, writing, listening, and speaking skills is emphasized. Thinking skills such as decision making, problem solving, and reasoning are utilized through report writing, technical writing, and interpreting data. Instructional strategies include usage of the internet to conduct career research, job shadowing/mentoring/internships, filed trips, projects, computer technology applications, and cooperative ventures between school and community.

Professional Career Internship

Prerequisites: Successful completion of mandatory careers course; prior coursework in student's career area
Credits: 1 or 2 over 1 semester and may be repeated for one additional semester
Fulfills elective for Core 40, AHD, and THD

Professional Career Internship is designed to provide opportunities for students to participate in workplace learning that is reflective of a student's career interest. Students will participate in a workplace experience, in regularly scheduled meetings with the supervising teacher, and in workshops or seminars that assist students in making the connection between academic learning and workplace experiences. Internships may be tailored to the unique needs and interests of the learner.

Preparing For College and Careers Internship

Prerequisites: Successful completion of mandatory keystone careers course.
Maximum Credits: 1
Fulfills elective for CORE 40, AHD, and THD

This course is a non-paid in-school internship if taught by a vocational Family and Consumer Science educator. Seminars are required in addition to the internship.

INTERNSHIPS: NON-PAID AND PAID

After successfully completing the mandatory career class, EACS students will have opportunities to pursue three different types of internships: In-School Internships, Non-Paid Out-of-School Internships and Interdisciplinary Cooperative Education (I.C.E. – Paid Out-of-School Internships). The In-School Internship opportunity for students allows students to develop necessary employability skills while working with a school staff mentor in order to become responsible citizens. Intern tasks will be correlated with SCANS Foundation Skills and Competencies. Student Internship activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. Students will complete one class period every day for each internship credit, attend In-School Internship seminars and complete seminar assignments as well as Weekly Work Reports to document duties and tasks accomplished during their internship experience.

Juniors and seniors in high school may apply for a non-paid out-of-school internship. Business and community members serve as mentors for these students. This internship provides hands-on experience in the workplace in chosen career areas. Students will observe workplace function and investigate the requirements of a specific career field. Required job skills will be correlated with soft skills and academic skills in a project-based format. Students will be released from school for their internship period(s) to intern with their mentor in non-paid position an average of five hours per week for one credit or ten hours per week for two credits.

Seniors and/or juniors (school decision) may apply and interview for the opportunity to participate in the I.C.E./Paid Internship program.

Peer Tutoring

Prerequisites: Successful completion of mandatory keystone careers course
Maximum Credits: 2
Fulfills elective for CORE 40, AHD, and THD

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten to grade 12 through a helping relationship with their studies and personal growth and development. The course provides opportunities for the students 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 and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies. This may be used for an ISI.

**Additional Peer Tutoring internship credits beyond the 2 credits above are NOT applicable toward fulfilling CORE 40 or Academic Honors diplomas. These additional credits will only figure into grade point average and eligibility requirements.

OUT-OF-SCHOOL INTERNSHIPS (OSI): PAID

Cooperative Education (C.E.)

Full Year Program
Grades: 12, offered to select 11th graders at school's discretion
Prerequisites: Successful completion of mandatory keystone careers course; prior coursework in student's career area
Credits: 3 per semester
Fulfills elective for CORE 40, AHD, and THD

This course may be included as a component of all Career Academies.

Cooperate Education (C.E.) is a year-long program offered to all senior students (and select juniors – school decision) who have demonstrated a genuine career exploration interest. This career exploration-study program provides a unique opportunity for students to experience a variety of work-based activities and responsibilities in their career choice. The C.E. program provides a linking of academic learning with work-related experiences, as well as provides a smooth transition from the high school environment to every type of post-secondary education or to the world of work. The career interest training positions can be tailored to the unique needs and interests of the student-learner and the training station supervisors.

Components:

1. Related Instruction (class)
2. On-the-job Training – Students are released from each school each morning or afternoon to work at their career-related training station and are compensated by their training station for the work they perform. Professional training stations are approved and supervised by the C.E. coordinator. A minimum of 15 hours per week of on-the-job training is required. Students will earn a total of 3 credits per semester for successful participation in the C.E. program.

Enrollment:

This program is offered only to full-time 12th (and select 11th grade – school decision) students (with a sincere interest in the career for which the training is to be received). The student must provide his/her own transportation to and from their home school and career training station. Students will complete an application (available from the student's guidance counselor or C.E. program coordinator) as well as an interview for this program. Selection of the students for this program is determined by the home school principal, the guidance counselor, and the C.E. coordinator.

Work-Based Internship, Capstone Experience (WK INTERN)

Grade: 12 ONLY
Prerequisites: Successful completion of mandatory keystone careers course AND completed a minimum of 3 semesters or 6 credits of an in-school CTE program
Credits: 3 per semester
Fulfills elective for CORE 40, AHD, and THD

Work-Based Internship, Capstone Experience is a course designed to allow work-based learning for students who demonstrate achievement in a specific career area. While other cooperative education and internship courses exist, it is expected that this course will be reserved for those students who have excelled in a related sequence of CTE courses and who have completed at least *(continued on next column)*

*(**Work-Based Internship** - continued from previous column)*

Three semesters or six credits of an in-school CTE program. Each student participating in an internship must have a standards-based education/training agreement developed jointly by the teacher, the job-site mentor and the student, that clearly states what will be accomplished during the work-based experience. This agreement document shall also describe how the organization will expose the student to a broad set of experiences which are representative of potential career opportunities in order to create excitement and interest in that field. Students are monitored in their laboratory-field experiences by a CTE (vocational) licensed I.C.E. coordinator or licensed internship coordinator. It is expected that the internship will involve a minimum of 15 hours per week for one semester. At the conclusion of the internship, each student shall submit a portfolio that documents the student's work and that includes reflections upon what has been learned.

FWCS Career Academy at Anthis

In this program, juniors attend their home school for half of the school day and the Anthis Career Center for the other half of the day. At the Career Center, students take career exploratory classes in one of the following programs:

- Culinary Arts
- Health Science
- Careers in Early Childhood Education
- Cosmetology
- Automotive Technology & Collision
- Construction Trades
- Manufacturing
- Information Technology Academy
- Public Safety
- Aviation
- ICE (Interdisciplinary Co-Op Education)

The selection of EACS students for enrollment should be based upon the following criteria:

- Student demonstrates interest in the career field as shown by his/her enrollment in and completion of prerequisites, where appropriate
-Student's attendance record
-Student's dependability as demonstrated by (1) prior academic performance, including grade point average; (2) prior school citizenship including discipline record
-Informal input from the curricular area teacher
-Student's inability to get the desired coursework in EACS

Three credits are awarded each Anthis semester for successful completion of the program. Students who participate in this program may continue their career experience during their senior year through the I.C.E. program at their home school.

Please Note:

Fort Wayne Community Schools will require a criminal background check for some courses.

Students must provide their own transportation.

Agriculture Education

ADVANCED LIFE SCIENCE, ANIMALS

Suggested Grade Level: 11-12 Credits: 2 Prerequisites: Animal Science

Fulfills a life science requirement for Core 40 and AHD diplomas.

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.

ADVANCED LIFE SCIENCE, FOODS

Suggested Grade Level: 10-12 Credits: 2 Prerequisites: Food Science

Fulfills a life science requirement for Core 40 and AHD diplomas.

Advanced Life Science: Foods is a course that provides students with opportunities to participate in a variety of activities including laboratory work. This is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in the context of foods, the global food industry, the composition of foods, the nutrition of foods, food and food product development, food processing, food safety and sanitation, food packaging, and food storage. Students enrolled in this course formulate, design, and carry out food-based laboratory and field investigations as an essential course component.

ADVANCED LIFE SCIENCE, PLANTS AND SOILS

Suggested Grade Level: 11-12 Credits: 2 Prerequisites: Plant and Soil Science

Fulfills a life science requirement for Core 40 and AHD diplomas.

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

AGRIBUSINESS MANAGEMENT

Suggested Grade Level: 11-12 Credits: 2 Prerequisites: Intro to Agriculture Food and Natural Resources

Fulfills Elective for all diplomas.

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

AGRICULTURAL MECHANIZATION, WELDING I

Suggested Grade Level: 10-12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Elective.

Agricultural Mechanization, Welding I is a course designed to teach students the basic fundamentals of arc and gas welding techniques including electrode selection, welding safety, and welding processes. Students will master the skills required in arc and gas welding and complete welding projects.

AGRICULTURAL MECHANIZATION, WELDING II

Suggested Grade Level: 10-12 Credits: 1 Prerequisites: Ag Mech Welding I
Fulfills AHD and Core 40 Elective.

Agricultural Mechanization, Welding II is an advanced course for students who have completed Ag Mech Welding I. The primary focus of the course is the major aspects of the welding industry. Students will utilize MIG, TIG, and arc welding techniques and focus upon the cutting and preparation of materials as necessary for successful welds.

AGRICULTURAL POWER, STRUCTURE & TECHNOLOGY

Suggested Grade Level: 10-12 Credits: 2 Prerequisites: None
Fulfills AHD and Core 40 Elective.

Agricultural Power, Structure, & Technology is a two semester, up to six credits, 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 agricultural power, structure, and technology.

AGRICULTURAL STRUCTURES, FABRICATION & DESIGN

Suggested Grade Level: 10-12 Credits: 2 Prerequisites: None
Fulfills AHD and Core 40 Elective.

Agricultural Structures, Fabrication & 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 metalwork such as metal identification and properties, metal preparation, use of oxyacetylene torch, plasma cutting and cutting operations, arc welding, MIG welding, and TIG welding. This course will also allow students to develop skills in construction in regard to the ag industry such as carpentry, masonry, etc.

ANIMAL SCIENCE

Suggested Grade Level: 10-11 Credits: 2 Prerequisites: None
Fulfills AHD and Core 40 Elective.

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

FOOD SCIENCE

Suggested Grade Level: 10-11 Credits: 2 Prerequisites: None
Fulfills AHD and Core 40 Elective.

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 horticulture 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.

HORTICULTURE SCIENCE

Suggested Grade Level: 10-11 Credits: 2 Prerequisites: None
Fulfills AHD and Core 40 Elective.

Horticultural Science is a two semester course that provides students with a background in the field of horticulture. Coursework includes hands-on activities that encourage students to investigate areas of horticulture as it relates to the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Students are introduced to the following areas of horticulture science: reproduction and propagation of plants, plant growth, growth-media, management practices for field and greenhouse

production, marketing concepts, production of plants and local interest, greenhouse management, floral design, and pest management. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

INTRODUCTION TO AGRICULTURE, FOOD AND NATURAL RESOURCES

Suggested Grade Level: 9 | Credits: 1 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Introduction to Agriculture, Food and Natural Resources is a two semester course that is highly recommended as a prerequisite to and a foundation for all other agriculture classes. The nature of this course is to provide students with an introduction to the fundamentals of agriculture science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agricultural power, structure and technology, leadership development, supervised agriculture experience and career opportunities in the area of agriculture, food and natural resources.

LANDSCAPE MANAGEMENT I

Suggested Grade Level: 10-12 | Credits: 1-3 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Landscape Management I is a two semester course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

LANDSCAPE MANAGEMENT II

Suggested Grade Level: 12 | Credits: 1-3 | Prerequisites: Landscape Management I

Fulfills AHD and Core 40 Elective.

Landscape Management II is a two semester course that extends the content and skills of Landscape Management and provides the student with in-depth exploration of the many career opportunities in the diverse field of landscape management. Students continue to build knowledge and skill in the procedures used in the landscape planning and design using current industry standards and practices. Extended laboratory experiences include application of the principles and procedures involved especially in the Midwest and Great Lakes areas with landscape construction; turf management; scheduling and oversight of landscape maintenance; weed control; non-pathogenic and disease operations; and the use and maintenance of equipment utilized by landscapers. Students should also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management.

NATURAL RESOURCES

Suggested Grade Level: 10-11 | Credits: 2 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Natural Resources is a two semester course that provides students with a background in environmental science and conservation. Course work includes hands-on learning activities that encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, minerals, interrelationships between humans and natural systems, wetlands, wildlife, safety, careers, leadership, and supervised agricultural experience programs.

PLANT AND SOIL SCIENCE

Suggested Grade Level: 10-11 | Credits: 2 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Plant and Soil Science is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory and field work. Coursework includes hands-on learning activities that encourage students to investigate areas of plant and so8il science. Students are introduced to the following areas of plant and soil science: plant growth, reproduction and propagation, photosynthesis and respiration, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, soil tillage, and conservation.

SUPERVISED AGRICULTURAL EXPERIENCE: LEADERSHIP

Suggested Grade Level: 9-12 | Credits: 1-8 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Supervised Agricultural Experience (SAE) is designed to provide students the opportunities to gain experience in the agricultural field(s) in which they are interested. Students should experience and apply what is learned in the classroom to real-life situations. Students work closely with their agricultural science and business teacher(s), parents, and/or employers to get the most out of their SAE program. This course is offered on an independent/internship basis each summer for students in 9-12.

SUPERVISED AGRICULTURAL EXPERIENCE

Suggested Grade Level: 12 | Credits: 1-2 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students will experience and apply what is learned in the classroom, laboratory and training site to real-life situations with a standards-based plan for learning.

VETERINARY CAREERS I

Suggested Grade Level: 11 | Credits: 3-6 | Prerequisites: Animal Science, Advanced Life Science: Animals

Fulfills AHD and Core 40 Elective.

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

VETERINARY CAREERS II

Suggested Grade Level: 12 | Credits: 3-6 | Prerequisites: Health Science Education I or Veterinary Careers I

Fulfills AHD and Core 40 Elective.

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

Business and Information Technology

ACCOUNTING FUNDAMENTALS

Suggested Grade Level: 10-12 Credits: 2 Prerequisites: Intro to Business, Digital Citizenship

Fulfills AHD and Core 40 Elective.

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

ADVANCED ACCOUNTING

Suggested Grade Level: 10-12 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Elective.

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

BUSINESS ADMINISTRATION FUNDAMENTALS

Suggested Grade Level: 12 Credits: 2 Prerequisites: Prin. Bus. Mngmt or Mrktng

Fulfills AHD and Core 40 Elective.

Business Administration Fundamentals prepares students to plan, organize, direct and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop aptitudes and apply skills and knowledge in the areas of business administration, management and finance. Individual experiences will be based upon the student's career and educational goals.

BUSINESS LAW & ETHICS

Suggested Grade Level: 11-12 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Elective.

Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analysis.

BUSINESS MATH

Suggested Grade Level: 10-11 Credits: 2 Prerequisites: Algebra I

Fulfills AHD and Core 40 Elective; Fulfills General Diploma or Cert. of Completion Requirement.

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.

COMPUTER SCIENCE I

Suggested Grade Level: 10-12 Credits: 2 Prerequisites: Intro to Computer Science

Fulfills AHD and Core 40 Elective.

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

DIGITAL APPLICATION AND RESPONSIBILITIES

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Elective.

Information Communications and Technology introduces students to the physical components and operation of computers. Technology is used to build students decision-making and problem-solving skills. Students should be given the opportunity to seek an industry-recognized digital literacy certification.

INTRODUCTION TO COMPUTER SCIENCE

Suggested Grade Level: 10-12 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Elective.

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 area s of computer programming, gaming/mobile development, and artificial intelligence/robotics.

INTRODUCTION TO ENTREPRENEURSHIP

Suggested Grade Level: 11-12 Credits: 1-2 Prerequisites: Intro to Business

Fulfills AHD and Core 40 Elective.

Introduction to Entrepreneurship introduces entrepreneurship, and develops skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and "go to" market strategies will be explored through mini case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising start-up funding, sales and revenue forecasting and business plan development will be presented through extensive use of the word processing, spreadsheet, and presentation software.

PERSONAL FINANCIAL RESPONSIBILITY

Suggested Grade Level: 9-12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Elective.

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, understanding 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.

PRINCIPLES OF BUSINESS

Suggested Grade Level: 9-10 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Elective.

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

PRINCIPLES OF BUSINESS MANAGEMENT

Suggested Grade Level: 11 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Elective.

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.

MARKETING FUNDAMENTALS

Suggested Grade Level: 10-12 Credits: 1-2 Prerequisites: Digital Citizenship

Fulfills AHD, THD and Core 40 Elective.

Principles of Marketing provide a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management.

SPORTS AND ENTERTAINMENT MARKETING

Suggested Grade Level: 11-12 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Elective.

Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products, distribution systems and strategies, pricing considerations, product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout this course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills.

STRATEGIC MARKETING

Suggested Grade Level: 12 Credits: 2 Prerequisites: Prin. Mrktng or Bus. Mngmt

Fulfills AHD and Core 40 Elective.

Strategic Marketing builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology, and economics. The relationship between consumer behavior and marketing activities will be reviewed.

WEB DESIGN

Suggested Grade Level: 10-12 Credits: 1 Prerequisites: Digital Citizenship, Intro to Business

Fulfills AHD, THD and Core 40 Elective.

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

Engineering and Technology Education

CIVIL ENGINEERING AND ARCHITECTURE

Suggested Grade Level: 10-12 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Elective.

This course introduces students to the fundamental design and development aspects of architectural and civil engineering activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs will provide students with opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, distribution and logistics, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.

COMPUTER AIDED DESIGN

Suggested Grade Level: 10-12 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Elective.

Computer Aided Design (CAD) will focus on 2D and 3D CAD features. This course improves the student's CAD ability by presenting CAD commands, which will lead to the creation of advanced prototype drawings, graphic manipulation of symbols libraries, the utilization of advanced dimensioning techniques, and application of data sharing techniques. Detailed plotting instruction will also be covered. Students will advance from 2D techniques to the fundamentals of three-dimensional modeling for design including overview of modeling, graphical manipulation, part structuring, coordinate system, and developing strategy for modeling.

COMPUTER INTEGRATED MANUFACTURING

Suggested Grade Level: 10-12 Credits: 2 Prerequisites: Principles of Engineering

Fulfills AHD and Core 40 Elective.

Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes.

COMPUTERS IN DESIGN AND PRODUCTION

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: None

Fulfills Core 40 Elective.

Computers in Design and Production is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should address major technological content related to topics such as: design documentation using CAD systems, assignments involving the interface of CAD, CAM, and CIM technologies, computer simulation of products and systems, animation and related multimedia applications, control technologies, and automation in the modern workplace.

DIGITAL ELECTRONICS – (PLTW)

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: Algebra

Fulfills AHD, THD, and Core 40 Elective.

Digital Electronics is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry.

ENGINEERING DESIGN AND DEVELOPMENT

Suggested Grade Level: 11-12 Credits: 2 Prerequisites: Intro to Engineering Design, Digital Electronics, and Principles of Engineering

Fulfills AHD, THD, and Core 40 Elective.

Engineering Design and Development is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous pre-engineering courses.

INTRODUCTION TO CONSTRUCTION

Suggested Grade Level: 10 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Elective.

Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

INTRODUCTION TO DESIGN PROCESSES

Suggested Grade Level: 9-12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Elective.

Introduction to Design Processes is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, engineering, testing, and communicating designs for products, structures, and systems. Classroom activities help students to understand the steps used to move an idea from a designer's mind into an engineered artifact, process, or system. Students will participate in design activities using critical thinking skills that require them to: identify problems, generate alternative solutions, select and refine the most plausible solution, develop specifications for the solution, model and test the solution, and present the final solution for approval.

INTRODUCTION TO ENGINEERING DESIGN – (PLTW)

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: None

Fulfills Core 40 Elective.

Introduction to Engineering Design is an introductory course which develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. Students develop hand sketches using 2D and 3D drawing techniques, and Computer Aided Design (CAD).

INTRODUCTION TO MANUFACTURING – (PLTW)

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: Intro to Advanced Manufacturing and Logistics

Fulfills AHD and Core 40 Elective.

Introduction to Manufacturing is a course that specializes in how people use modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a background toward developing engineering and technological literacy. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Students will apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students will investigate the properties of engineered materials such as: metallic, polymers, ceramics, and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding, forming, separating, conditioning, finishing, and assembling.

INTRODUCTION TO TRANSPORTATION – (PLTW)

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Elective.

Introduction to Transportation is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo, and goods. Students will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services, and systems as it relates to the transportation industries. Content of this course includes the study of how transportation impacts individuals, society, and the environment. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant transportation related activities, problems, and settings.

PRINCIPLES OF DESIGN TECHNOLOGY

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: None

Fulfills Core 40 Elective.

Principles of Design Technology will provide students with a basic understanding of sketching practices and the considerations associated with the operation of computer-aided design (CAD) systems. Students will gain valuable hands-on experience creating sketches and using CAD software. Students will complete projects relating to specific technical drawing communication topics and disciplines.

PRINCIPLES OF ENGINEERING – (PLTW)

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: Intro to Engineering Design

Fulfills Core 40 Elective.

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 stimulate 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.

Family Consumer Science

ADULT ROLES AND RESPONSIBILITIES

Suggested Grade Level: 10-12 | Credits: 1-2 | Prerequisites: None

Fulfills Core 40 Elective.

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

ADVANCED CHILD DEVELOPMENT 1 & 2

Suggested Grade Level: 10-12 | Credits: 1-2 | Prerequisites: Grade of C or better in Child Development and Parenting, or permission of instructor.

Fulfills Core 40 Elective.

Advanced Child Development 1 & 2 is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 4 through age 8 (grade 3). It builds on the Child Development course, which is a prerequisite. Advanced Child Development includes the study of professional and ethical issues in child development, child growth and development, child development theories, research, and best practices, child health and wellness, teaching and guiding children, special conditions affecting children, and career exploration in child development and nurturing. A project-based approach utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

ADVANCED NUTRITION AND WELLNESS 1 & 2

Suggested Grade Level: 10-12 | Credits: 1-2 | Prerequisites: Grade of C or better in Nutrition & Wellness II

Fulfills Core 40 Elective.

Advanced Nutrition and Wellness 1 & 2 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.

CHILD DEVELOPMENT 1 & 2

Suggested Grade Level: 10-12 Credits: 1-2 Prerequisites: None
Fulfills Core 40 Elective.

Child Development is an introductory courses that is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth, growth and development of children, child care giving and nurturing, and support systems for parents and caregivers. A project-based approach that utilizes higher order of thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post- secondary education in all career areas related to children, child development, and nurturing of children.

HUMAN DEVELOPMENT AND WELLNESS

Suggested Grade Level: 10-12 Credits: 1-2 Prerequisites: None
Fulfills Core 40 Elective.

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

INTERPERSONAL RELATIONSHIPS

Suggested Grade Level: 9-12 Credits: 1-2 Prerequisites: None
Fulfills Core 40 Elective.

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.

INTRODUCTION TO FASHION AND TEXTILES

Suggested Grade Level: 9-12 Credits: 1-2 Prerequisites: None
Fulfills Core 40 Elective.

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 fashion, textile, and apparel industry, factors influencing the merchandising 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, 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. Visual Arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

NUTRITION AND WELLNESS 1 & 2 - (PLTW)

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: None

Fulfills Core 40 Elective.

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 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.

Fine Arts – Music

ADVANCED CHORUS

Suggested Grade Level: 11-12 | Credits: 2 | Prerequisites: Beginning Chorus and Intermediate Chorus

Fulfills AHD and Core 40 Elective.

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.

ADVANCED CONCERT BAND

Suggested Grade Level: 11-12 | Credits: 2 | Prerequisites: Concert Band

Fulfills AHD and Core 40 Elective.

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 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.

AP MUSIC THEORY

Suggested Grade Level: 10-12 | Credits: 12 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

AP Music Theory 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 Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music.

APPLIED MUISC: GUITAR

Suggested Grade Level: 10-12 | Credits: 1 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.

BEGINNING CHORUS

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Elective.

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.

BEGINNING CONCERT BAND

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Elective.

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.

DANCE PERFORMANCE

Suggested Grade Level: 9-12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Elective.

Dance Performance is based on the Indiana Academic Standards for Dance. Sequential and systematic learning experiences are provided in the specific genre offered, whether it is Ballet, Modern, Jazz, or Ethnic-Folk. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. The performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre.

INTERMEDIATE CHORUS

Suggested Grade Level: 10-12 Credits: 2 Prerequisites: Beginning Chorus

Fulfills AHD and Core 40 Elective.

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.

INTERMEDIATE CONCERT BAND

Suggested Grade Level: 10-12 Credits: 2 Prerequisites: Beginning Concert Band
Fulfills AHD and Core 40 Elective.

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.

JAZZ ENSEMBLE

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: None
Fulfills AHD and Core 40 Elective.

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 of 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.

MUSIC HISTORY AND APPRECIATION

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: None
Fulfills AHD and Core 40 Elective.

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 other arts, as well as disciplines outside of the arts.

MUSIC THEORY AND COMPOSITION

Suggested Grade Level: 10-12 Credits: 2 Prerequisites: None
Fulfills AHD and Core 40 Elective.

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, and 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.

PIANO AND ELECTRONIC KEYBOARDING

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: None
Fulfills AHD and Core 40 Elective.

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.

VOCAL JAZZ

Suggested Grade Level: 9-12 | Credits: 2 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Vocal Jazz is based on the Indiana Academic Standards for High School Choral Music. Students in this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of vocal jazz. Instruction includes the study of the history and formative and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. 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.

Fine Arts – Theatre

ADVANCED ACTING I & II

Suggested Grade Level: 10-12 | Credits: 1 | Prerequisites: Theatre Arts

Fulfills AHD and Core 40 Elective.

The nature of this course allows for two successive semesters (Advanced Acting I and Advanced Acting II) of instruction at this level, provided that defined standards are utilized. Advanced Acting (I & II) is based on the Indiana Academic Standards for Theatre. Students enrolled in this course research, create, and perform characters through script analysis, observation, collaboration and rehearsal. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. Additionally, students explore career opportunities in the theatre by attending plays, meeting actors and discussing their work, and becoming theatre patrons in their community.

TECHNICAL THEATRE

Suggested Grade Level: 9-12 | Credits: 1 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in this course 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.

THEATRE ARTS

Suggested Grade Level: 9-12 | Credits: 1 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in this course 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.

THEATRE ARTS HISTORY

Suggested Grade Level: 9-12 | Credits: 1 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Theatre Arts History is based on the Indiana Academic Standards for Theatre. Students enrolled in this course read and discuss significant plays from various periods and explore the interrelationship between theatre and history. These activities should incorporate elements of culture, analysis, response, creative process, and integrated studies.

THEATRE ARTS, SPECIAL TOPICS

Suggested Grade Level: 10-12 | Credits: 1 | Prerequisites: Theatre Arts

Fulfills Elective for all diplomas.

Theatre Arts, Special Topics is based on the Indiana Academic Standards for Theatre. Students taking this course focus on a specific subject related to theatre arts, such as: Shakespeare, Children's Theatre, Directing, Arts Management, and other specialized areas of study. 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.

THEATRE PRODUCTION

Suggested Grade Level: 9-12 | Credits: 1 | Prerequisites: None

Fulfills Elective for all diplomas.

Theatre Production is based on the Indiana Academic Standards for Theatre. Students enrolled in this course take on responsibilities associated with rehearsing and presenting a fully mounted theatre production. They read and analyze 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.

MUSICAL THEATRE

Suggested Grade Level: 9-12 | Credits: 1 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

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.

Fine Arts – Visual Arts

ADVANCED 2-D ART I & II

Suggested Grade Level: 10 -12 | Credits: 1-2 | Prerequisites: Intro to 2-D Art and Intro to 3-D Art

Fulfills AHD and Core 40 Elective.

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

ADVANCED 3-D ART I & II

Suggested Grade Level: 10-12 | Credits: 1-2 | Prerequisites: Intro to 2-D Art, Intro to 3-D Art, and Adv. 2-D Art

Fulfills AHD and Core 40 Elective.

Advanced Three-Dimensional Art I and II are courses 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.

ADVANCED FINE ARTS

Suggested Grade Level: 9-12 | Credits: 1 | Prerequisites: None

Fulfills Elective for all diplomas.

Advanced Fine Arts is a title covering any advanced course in fine arts (music, visual arts, theatre arts, or dance) offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school or any other postsecondary fine arts course offered for dual credit.

ART HISTORY

Suggested Grade Level: 11 | Credits: 1 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Art History 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, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities, utilize research skills to discover social, political, economic, technological, environmental, and historical trends and 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.

AP 2D ART STUDIO

Suggested Grade Level: 11 -12 | Credits: 2 | Prerequisites: Advanced 2-D Art

Fulfills AHD and Core 40 Elective.

AP 2D Art Studio is a course for students who are seriously interested in the practical experience of art. The portfolios correspond to most college foundation courses. 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. These portfolios will have two sections, Sustained Investigation and Selected Works, and will be submitted for evaluation at the end of the school year.

AUDIO AND VIDEO PRODUCTION

Suggested Grade Level: 10-12 Credits: 2 Prerequisites: Principles of Radio & TV

Fulfills AHD and Core 40 Elective.

Audio and Video Production provides an in-depth study on audio and video production techniques for radio, television and digital technologies. Students will learn skills necessary for audio production and on-air work used in radio and other digital formats. Additionally, experience will be gained in the development of the video production process; including skills in message development, directing, camera, video switcher, and character generator operations.

CERAMICS

Suggested Grade Level: 10-12 Credits: 1 Prerequisites: Intro to 2-D Art, Intro to 3-D Art

Fulfills AHD and Core 40 Elective.

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

DRAWING I, II

Suggested Grade Level: 10-12 Credits: 1 Prerequisites: Intro to 2-D Art

Fulfills Elective for all diplomas.

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

FINE ARTS CONNECTIONS

Suggested Grade Level: 11-12 Credits: 1-4 Prerequisites: Successful completion of 3 years of art and instructor approval

Fulfills AHD and Core 40 Elective.

Fine Arts Connections is a course based on the Indiana Academic Standards for Visual Art, Music, Theatre, and Dance. In this course, students make connections among experiences in the four arts disciplines and integrate them in studies of all academic disciplines. They create works encompassing multiple disciplines, literacies, and sign systems, reflect upon and refine their work, explore cultural and historical connections, analyze, interpret, theorize, and make informed judgments about works and the nature of the arts. They incorporate presentational skills and utilize the resources of the arts community, identifying related careers.

INTRO TO 2-D ART

Suggested Grade Level: 9-12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Elective.

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.

INTRO TO 3-D ART

Suggested Grade Level: 9-12 Credits: 1 Prerequisites: Intro to 2-D Art
Fulfills AHD and Core 40 Elective.

Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections, analyze, interpret, theorize, and make informed judgments about artwork and the nature of art, create 3-Dimensional works of art, reflect upon the outcomes, and revise their work, relate are 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.

PHOTOGRAPHY I

Suggested Grade Level: 10-12 Credits: 1 Prerequisites: None
Fulfills AHD and Core 40 Elective.

Student must provide a 35 mm camera, photographic paper, film, and miscellaneous course materials. (Heritage uses digital cameras.) Photography is a course based on the Indiana Academic Standards for Visual Art. Students in Photography I 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.

PHOTOGRAPHY II

Suggested Grade Level: 11-12 Credits: 1 Prerequisites: Photography 1
Fulfills AHD and Core 40 Elective.

Student must provide camera, photographic paper, film, and miscellaneous course materials. Photography II 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.

PHOTOGRAPHY III

Suggested Grade Level: 11-12 Credits: 1 Prerequisites: Photography I & II
Fulfills AHD and Core 40 Elective.

Student must provide camera, photographic paper, film, and miscellaneous course materials. Course is offered based on number of students and teacher availability. Photography III is a course based on the Indiana Academic Standards for Visual Art. Students in this course 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.

PRINCIPLES OF RADIO AND TV

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: None
Fulfills AHD and Core 40 Elective.

Principles of Radio and TV provides an introduction to the fundamentals of digital production. Students will develop basic skills in digital production techniques for audio, video, studio and field production.

VISUAL COMMUNICATION

Suggested Grade Level: 10-12 | Credits: 1 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Visual Communication is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Health and Physical Education

ADVANCED HEALTH EDUCATION

Suggested Grade Level: 10-12 Credits: 1 Prerequisites: Health Education

Fulfills AHD and Core 40 Elective.

Advanced Health Education, an elective course that is aligned to the Indiana Academic Standards for Health and Wellness, provides advanced knowledge and skills to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice the development of functional advanced health information (essential concepts), determine personal values that support health behaviors, develop group norms that value a healthy lifestyle, develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. Advanced Health Education provides students with an in-depth study of promoting persona health and wellness, physical activity, 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. The scientific components of health and wellness, health issues and concerns, health risk appraisals, individual wellness plans, health promotion and health careers are expanded and explored within the context of the course. This course provides students with the advanced knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

ELECTIVE PE, AEROBICS

Suggested Grade Level: 10-12 Credits: 1-2 Prerequisites: Physical Education I & II

Fulfills AHD and Core 40 Elective.

Physical fitness and conditioning through aerobic movement will be stressed in this course. Fitness progress will be monitored and regularly measured. Special emphasis will be placed on carry over exercises.

ELECTIVE PE, ADVANCED I & II

Suggested Grade Level: 10-12 Credits: 1-2 Prerequisites: Physical Education I & II

Fulfills AHD and Core 40 Elective.

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

ELECTIVE PE, WEIGHT TRAINING

Suggested Grade Level: 10-12 Credits: 1-2 Prerequisites: Physical Education I & II

Fulfills AHD and Core 40 Elective.

Physical fitness and conditioning through weight training will be stressed in this course. Fitness progress will be monitored and regularly measured.

HEALTH AND WELLNESS EDUCATION

Suggested Grade Level: 9 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Requirement.

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

PHYSICAL EDUCATION I

Suggested Grade Level: 9-12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Requirement.

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

PHYSICAL EDUCATION II

Suggested Grade Level: 9-12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Requirement.

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

Language Arts

ADVANCED COMPOSITION

Suggested Grade Level: 12 | Credits: 1 | Prerequisites: Composition

Fulfills AHD and Core 40 Elective.

Advanced Composition, a course based on Indiana's Academic Standards for English/Language Arts and emphasizing the High School Composition Standards, is a study and application of the rhetorical (effective) writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports. ADVANCED COMPOSITION PROJECT: Students write job applications, resumes, and other informational documents that may include the development of flyers, posters, brochures, program agendas, or reports incorporating visual information in the form of pictures, graphs, or tables.

ADVANCED COMPOSITION II

Suggested Grade Level: 11-12 | Credits: 1-2 | Prerequisites: Adv. Comp. I

Fulfills AHD and Core 40 Elective.

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

AP ENGLISH LANGUAGE AND COMPOSITION

Suggested Grade Level: 12 | Credits: 2 | Prerequisites: Honors English 9 & 10, and AP Lit and Comp

Fulfills AHD and Core 40 Requirement.

Advanced Placement English Language and Composition is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

AP ENGLISH LITERATURE AND COMPOSITION

Suggested Grade Level: 11 | Credits: 2 | Prerequisites: Honors English 9 & 10

Fulfills AHD and Core 40 Requirement.

Advanced Placement English Literature and Composition is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analyze of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit.

CREATIVE WRITING

Suggested Grade Level: 9-12 | Credits: 1 | Prerequisites: None

Fulfills AHD and Core 40 Requirement.

Creative Writing, a course based on Indiana's Academic Standards for English/Langue Arts and emphasizing the High School Composition Standards, is a study and application of the rhetorical (effective) 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. CREATIVE WRITING PROJECT: Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

DEBATE

Suggested Grade Level: 11-12 | Credits: 1 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Debate, a course based on Indiana's Academic Standards for English/Language Arts and emphasizing the High School Speech and Communication Standards, 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). DEBATE PROJECT: Students complete a project, such as a mock debate or trial, participation in a forum, competition, or tournament, or an argument supporting or opposing different sides of a major issue, which demonstrates knowledge, application, and presentation progress in the Debate course content.

ENGLISH 9

Suggested Grade Level: 9 | Credits: 2 | Prerequisites: None

Fulfills AHD and Core 40 Requirement.

English 9, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 9, is a study of language, literature, composition, and oral communication with a focus on exploring a wide variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade appropriate oral presentations and access, analyze, and evaluate online information.

ENGLISH 9 HONORS

Suggested Grade Level: 9 | Credits: 2 | Prerequisites: Teacher Recommendation

Fulfills AHD and Core 40 Requirement.

In addition to the English 9 description noted above, this English Honors course will include an English Honors Project as an integral part of the students' experiences in the course. This project is designed to integrate knowledge, skills and concepts from the English Standards in a culminating project. The English Honors Project will consist of a written research project, a major product, and an oral presentation.

ENGLISH 10

Suggested Grade Level: 10 | Credits: 2 | Prerequisites: English 9

Fulfills AHD and Core 40 Requirement.

English 10, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 10, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade appropriate oral presentations and assess, analyze, and evaluate online information.

ENGLISH 10 HONORS

Suggested Grade Level: 10 | Credits: 2 | Prerequisites: English 9 Honors and/or teacher recommendation

Fulfills AHD and Core 40 Requirement.

In addition to the English 10 description noted above, this English Honors course will include an English Honors Project as an integral part of the students' experience in the course. This project is designed to integrate knowledge, skills and concepts from the English Standards in a culminating project. The English Honors Project will consist of a written research project, a major product, and an oral presentation.

ENGLISH 11

Suggested Grade Level: 11 | Credits: 2 | Prerequisites: English 9 & 10

Fulfills AHD and Core 40 Requirement.

English 11, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 11, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and assess, analyze, and evaluate online information.

ENGLISH 11 HONORS

Suggested Grade Level: 10 | Credits: 2 | Prerequisites: English 9 & 10 Honors and/or teacher recommendation

Fulfills AHD and Core 40 Requirement.

In addition to the English 11 description noted above, this English Honors course will include an English Honors Project as an integral part of the students' experience in the course. This project is designed to integrate knowledge, skills and concepts from the English Standards in a culminating project. The English Honors Project will consist of a written research project, a major product, and an oral presentation.

ENGLISH 12

Suggested Grade Level: 12 | Credits: 2 | Prerequisites: English 9, 10, & 11

Fulfills AHD and Core 40 Requirement.

English 12, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade appropriate multimedia presentations and assess, analyze, and evaluate online information.

ETYMOLOGY

Suggested Grade Level: 11-12 | Credits: 1 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Etymology, a language studies course based on Indiana's Academic Standards for English/Language Arts, is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (Latin, Greek, Germanic, Romance Languages). Students analyze meanings of English words by examining roots, prefixes, and suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation. ETYMOLOGY PROJECT: Students complete a project, such as doing a case study on specific words and creating a historical timeline of the development of specific words, which demonstrates knowledge, application, and progress in Etymology course content.

DIGITAL MEDIA

Suggested Grade Level: 11-12 | Credits: 1 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Mass Media, a course based on the High School Journalism Standards and the Mass Media and Media Literacy Standards, is the study of the importance of mass media as pervasive in modern life at the local, national, and global levels. It includes a study of the impact of constant and immediate news, entertainment, and persuasive messages on everyday life. Students use course content to become knowledgeable consumers of mass media in preparation for their roles as informed citizens in a democratic society. MASS MEDIA PROJECT (for second credit): Students complete a project, such as a media convergence special report using multiple formats that compare different aspects of a topic of interest or concern. The project demonstrates knowledge, application, and progress in Mass Media course content.

NOVELS

Suggested Grade Level: 11-12 | Credits: 1 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Novels, a course based on Indiana's Academic Standards for English/Language Arts and emphasizing the High School Literature Standards, 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 in the past and present or sets of novels in a given time period or across time periods or covering a particular theme.

SPEECH

Suggested Grade Level: 10-12 | Credits: 1 | Prerequisites: None

Fulfills AHD and Core 40 Electives.

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

STUDENT PUBLICATIONS

Suggested Grade Level: 9-12 | Credits: 1-7 | Prerequisites: Journalism, Mass Media, or Teacher Recommendation

Fulfills AHD and Core 40 Elective.

Student Publications, a course based on the High School Journalism Standards and the Student Publication Standards, is a continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students work on high school publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

FILM LITERATURE

Suggested Grade Level: 11-12 | Credits: 1 | Prerequisites: English 9, English 10, or Teacher Recommendation

Fulfills AHD and Core 40 Language Arts Requirement.

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 women and the various ethnic or cultural minorities in the past and present.

DRAMATIC LITERATURE

Suggested Grade Level: 11-12 | Credits: 1-2 | Prerequisites: English 9, English 10, or Teacher Recommendation

Fulfills AHD and Core 40 Language Arts Requirement.

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

Mathematics

ALGEBRA I

Suggested Grade Level: 9 | Credits: 2 | Prerequisites: None

Fulfills AHD and Core 40 Requirement.

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout this course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.

ALGEBRA II

Suggested Grade Level: 9-10 | Credits: 2 | Prerequisites: Algebra I

Fulfills AHD and Core 40 Requirement.

Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations, and inequalities, (2) conic sections, (3) polynomials, (4) algebraic fractions, (5) logarithmic and exponential functions, (6) sequences and series, and (7) counting principles and probability.

ALGEBRA LAB

Suggested Grade Level: 9 | Credits: 2 | Prerequisites: Must be taken concurrently with Algebra I

Fulfills AHD and Core 40 Requirement.

Algebra Lab is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade level appropriate courses. The five critical areas of Algebra Lab align with the critical areas of Algebra I: Relationship 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 Lab combines standards from high school courses with foundational standards from the middle grades.

CALCULUS AB, ADVANCED PLACEMENT

Suggested Grade Level: 11-12 | Credits: 2 | Prerequisites: Pre-Calculus

Fulfills AHD and Core 40 Requirement.

Calculus AB, Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) functions, graphs, and limits: analysis of graphs, limits of functions, asymptotic and unbound behavior, continuity as a property of functions, (2) derivatives: concepts of the derivative, derivative at a point, derivative as a function, second derivatives, application and computation of derivatives, and (3) integrals: interpretations and properties of definite integrals, applications of integrals, fundamental theorem of calculus, techniques of anti-differentiation, and numerical approximations to definite integrals. The use of graphing technology is required.

CALCULUS BC, ADVANCED PLACEMENT

Suggested Grade Level: 11-12 | Credits: 2 | Prerequisites: Pre-Calculus

Fulfills AHD and Core 40 Requirement.

Calculus BC, Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) functions, graphs, and limits: analysis of graphs, limits of functions, asymptotic and unbound behavior, continuity as a property of functions, and parametric, polar, and vector functions, (2) derivatives: concept of the derivative, derivative at a point, derivative as a function, second derivatives, applications of derivatives and computation of derivatives, (3) integrals: interpretations and properties of definite integrals, applications of integrals, fundamental theorem of calculus, techniques and applications of anti-differentiation, and numerical approximations to definite integrals, and (4) polynomial approximations and series: concept of series, series of constants, and Taylor series. The use of graphing technology is required.

CCR MATH

Suggested Grade Level: 12 Credits: 2 Prerequisites: Counselor/Teacher Placement

Fulfills AHD and Core 40 Requirement.

College and Career Readiness Math will include and reinforce the Algebra I, Geometry, Algebra II and Statistics skills necessary to be ready for an entry-level college math course. This course emphasizes understanding of math concepts rather than just memorizing procedures. CCR Math students learn the context behind the procedures. This equips them with higher-order thinking skills in order to apply math skills, functions and concepts in different situations. This course is intended for students who currently have achieved minimum math requirements for college entry. The content of this course is designed to enhance students' math skills so that they are ready for college-level math assignments. It is not designed to prepare students for college-level math in STEM majors.

FINITE MATHEMATICS

Suggested Grade Level: 11-12 Credits: 2 (NHHS: 1 Credit) Prerequisites: Algebra II

Fulfills AHD and Core 40 Requirement.

This course is based on Indiana's Academic Standards for Discrete Mathematics. Finite Mathematics (Discrete Mathematics) is an umbrella of mathematic topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory. Technology, such as computers and graphing calculators, should be used frequently. (A one credit Discrete Mathematics course includes counting techniques, matrices, and recursion. Other topics will be included as time allows.)

GEOMETRY

Suggested Grade Level: 9-10 Credits: 2 Prerequisites: Algebra I

Fulfills AHD and Core 40 Requirement.

Geometry students examine the properties of two- and three- dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusion, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes, (2) polygons, with a special focus on quadrilaterals, triangles, right triangles, (3) circles, and (4) polyhedra and other solids. Use of graphing calculators and computer drawing programs is encouraged.

MATH 10

Suggested Grade Level: 9-10 Credits: 2 Prerequisites: Algebra I

Fulfills AHD and Core 40 Requirement.

Math 10 is a new two-semester course designed to reinforce and elevate the Algebra I and 8th grade geometry knowledge and skills necessary for students to successfully complete a high school mathematics course beyond Algebra I and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I or Integrated Math I teacher based on diagnostic results of performance in Algebra I and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state's graduation qualifying exams in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student's needs and delivered through competency-based units with frequent pre and post assessment data analyzed to drive instructional design and delivery.

PRE-CALCULUS/TRIGONOMETRY

Suggested Grade Level: 11-12 Credits: 2 Prerequisites: Algebra II

Fulfills AHD and Core 40 Requirement.

Pre-Calculus/Trigonometry blends the concepts and skills that must be mastered before enrollment in a college level calculus course. The course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (5) trigonometry in triangles, (4) trigonometry functions, (5) trigonometric identities and equations, (6) polar coordinates and complex numbers, (7) sequences and series and (8) data analysis.

PROBABILITY & STATISTICS

Suggested Grade Level: 11-12 Credits: 1 Prerequisites: Algebra II

Fulfills AHD and Core 40 Requirement.

Probability & Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze resulting data. The use of graphing calculators and computer programs is encouraged.

Multidisciplinary

BASIC SKILLS DEVELOPMENT (J.A.G.)

Suggested Grade Level: 11-12 | Credits: 2 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

This elective course provides students in grades 11-12 the opportunity to acquire Workforce Readiness and College Preparation skills required for successful employment or academic achievement. JAG (Jobs for American Graduates) 1-2-3 is geared towards first year students, usually grade 11, who need to develop core competencies in six basic areas of study: career development, job attainment, job survival, basic competency, leadership and self-development, and personal skills. JAG 4-5-6 is geared towards second year students (or seniors) who have been approved by the instructor, on an exception basis, with approval of their guidance counselor. This course focuses on developing three advanced areas of competencies: life survival skills, work place competencies, and economic empowerment skills.

EDUCATION PROFESSIONS I

Suggested Grade Level: 11-12 | Credits: 6 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

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

EDUCATION PROFESSIONS II

Suggested Grade Level: 11-12 | Credits: 6 | Prerequisites: Education Professions I

Fulfills AHD and Core 40 Elective.

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

SAT PREP

Suggested Grade Level: 10-11 | Credits: 1 | Prerequisites: Algebra II

Fulfills AHD and Core 40 Elective.

SAT Prep utilizes individual student score reports from the PSAT and/or the PLAN to prepare students for the SAT, ACT, the Accuplacer, and ASVAB assessments. Based on these score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science (all sections of college admission and placement exams). As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal successful results. Course may also include college selection and application units to best prepare students for overall college readiness.

Science

ADVANCED SCIENCE, SPECIAL TOPICS

OFFERINGS: Anatomy/Physiology, Astronomy, Chemistry, Geology

Suggested Grade Level: 11-12 Credits: 1-2 Prerequisites: 2 credits in Core 40 and AHD science coursework

Fulfills AHD and Core 40 Requirement.

Advanced Science, Special Topics is any science course which is grounded in extended laboratory, field, and literature investigations into one of 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.

BIOLOGY I

Suggested Grade Level: 9 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Requirement.

Biology I is a course based on laboratory investigations that include a study of the structures and functions of living organisms and their interactions with the environment. At a minimum, students enrolled in Biology I explore the structure and function of cells, cellular processes, and the interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students work with concepts, principles, and theories of the living environment. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history and development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and societal issues.

BIOLOGY II, ANATOMY & PHYSIOLOGY

Suggested Grade Level: 11 Credits: 2 Prerequisites: Biology I

Fulfills AHD and Core 40 Requirement.

Anatomy & Physiology is a course in which students investigate concepts related to the Health Sciences. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Studies include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. Students will understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields.

BIOLOGY, ADVANCED PLACEMENT

Suggested Grade Level: 12 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Requirement.

Biology, Advanced Placement is a course based on the content established by the College Board. Topics include: (1) molecules and cells: chemistry of life, cells, cellular energetics, (2) heredity and evolution: heredity, molecular genetics, evolutionary biology, and (3) organisms and populations: diversity of organisms, structure and function of plants and animals, ecology. The major themes of the course include: science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, and interdependence in nature and science, technology and society.

BIOLOGY II, GENERAL

Suggested Grade Level: 11 | Credits: 2 | Prerequisites: Biology I

Fulfills AHD and Core 40 Requirement.

Biology II is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology and biological questions and problems related to personal and community issues in the life sciences.

BIOMEDICAL INNOVATION (PLTW)

Suggested Grade Level: 12 or instructor permission | Credits: 2 | Prerequisites: Principles of the Biomedical Sciences, Human Body Systems, and Medical Intervention

Fulfills AHD and Core 40 Elective.

Biomedical Innovation is a capstone course designed to give student teams the opportunity to work with one or more mentors from the scientific and/or medical community. Teams will identify a research topic, conduct research, write a scientific paper, and defend team conclusions and recommendations to a panel of outside reviewers. Students taking this course may consider working with peers enrolled in a PLTW: Pre-Engineering capstone course to jointly engineer a product that could impact healthcare.

CHEMISTRY I

Suggested Grade Level: 10 | Credits: 2 | Prerequisites: Algebra I

Fulfills AHD and Core 40 Requirement.

Chemistry I is a course based on laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety.

CHEMISTRY, ADVANCED PLACEMENT

Suggested Grade Level: 11 | Credits: 2 | Prerequisites: Algebra I and Chemistry I

Fulfills AHD and Core 40 Requirement.

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.

EARTH AND SPACE SCIENCE I

Suggested Grade Level: 9-12 | Credits: 2 | Prerequisites: None

Fulfills AHD and Core 40 Requirement.

Earth and Space Science I is a course focused on the following core topics: the universe; the solar system; Earth cycles and systems; the atmosphere and hydrosphere; the solid Earth; and Earth processes. Students analyze and describe Earth's interconnected systems and examine how Earth's materials, landforms, and continents are modified across geological time.

ENVIRONMENTAL SCIENCE

Suggested Grade Level: 11-12 | Credits: 2 | Prerequisites: 2 Credits in Core 40 or AHD Science coursework

Fulfills AHD and Core 40 Requirement.

Environmental Science is an interdisciplinary course that integrates biology, Earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science acquire the essential tools for understanding the complexities of national and global environmental systems.

HUMAN BODY SYSTEMS (PLTW)

Suggested Grade Level: 10 | Credits: 2 | Prerequisites: Principles of Biomedical Sciences and Biology I

Fulfills Core 40 Requirement; Fulfills Elective for all diplomas.

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.

MEDICAL INTERVENTIONS (PLTW)

Suggested Grade Level: 11 or instructor permission | Credits: 2 | Prerequisites: Principles of Biomedical Sciences and Human Body Systems

Fulfills Core 40 Requirement; Fulfills Elective for all diplomas.

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

PHYSICS I

Suggested Grade Level: 11 | Credits: 2 | Prerequisites: Algebra II and Geometry

Fulfills AHD and Core 40 Requirement.

Physics I is a laboratory-based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heath, light, electricity, magnetism, and atomic and subatomic physics. Through regular laboratory study using such quantities as velocity, acceleration, force, energy, momentum, and charge, students (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe a phenomena using physical laws, (2) describe the history of physics and its role in the birth of technology, (3) explore the uses of its models, theories, and laws in various careers, and (4) investigate physics questions and problems related to personal needs and societal issues.

PHYSICS, ADVANCED PLACEMENT

Suggested Grade Level: 12 | Credits: 2 | Prerequisites: Physics I

Fulfills AHD and Core 40 Requirement.

Physics, Advanced Placement is a course based on the content established by the College Board. There are two AP Physics C courses; Physics C: Mechanics, and Physics C: Electricity and Magnetism. AP Physics C: Mechanics provides instruction in linear momentum, circular motion and rotation, and oscillations and gravitation. AP Physics C: Electricity and Magnetism provides instruction in each of the following five content areas: electrostatics, conductors, capacitors, and dielectrics, electric circuits, magnetic fields, and electromagnetism.

PRINCIPLES OF BIOMEDICAL SCIENCES (PLTW)

Suggested Grade Level: 9 Credits: 2 Prerequisites: Must be concurrently enrolled in Biology I

Fulfills Core 40 Requirement; Fulfills Elective for all diplomas.

Principles of 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 trails, feedback systems, and defense against diseases. 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.

Social Studies

AP WORLD HISTORY MODERN

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Requirement.

AP World History Modern is designed to be the equivalent of a two-semester introductory college or university world history course. According to the College Board, AP World History Modern students investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources, making historical comparisons, utilizing reasoning about contextualization, causation, and continuity and change over time, and developing historical arguments.

CURRENT PROBLEMS, ISSUES, AND EVENTS

Suggested Grade Level: 9-12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Elective.

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

ECONOMICS

Suggested Grade Level: 11-12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Requirement.

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. The functions of government in a market economy and market structures will be examined. Students will understand economic performance, money, stabilization policies, and trade of the United States. The behavior of people, societies and institutions and economic thinking is integral to this course.

ECONOMICS (Dual Credit)

Suggested Grade Level: 11-12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Requirement.

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.

ETHNIC STUDIES

Suggested Grade Level: 9-12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Requirement.

Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course may also include analysis of the political impact of ethnic diversity in the United States.

INDIANA STUDIES

Suggested Grade Level: 9-12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Requirement.

Indiana Studies 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.

LAW EDUCATION

Suggested Grade Level: 11-12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Elective.

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.

MACROECONOMICS, ADVANCED PLACEMENT

Suggested Grade Level: 12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Requirement.

Macroeconomics, Advanced Placement is a course based on the content established by the College Board. The course places particular emphasis on the study of national income and price-level determinations, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Topics include: (1) Basic economic concepts, (2) measurement of economic performance, (3) national income and price determination, (4) economic growth, and (5) international finance, exchange rates, and balance of payments. A comprehensive description of this course can be found on the College Board AP Central Course Description web page.

MICROECONOMICS, ADVANCED PLACEMENT

Suggested Grade Level: 12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Requirement.

Microeconomics, Advanced Placement is a course based on the content established by the College Board. Microeconomics AP is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; Nature and Functions of Product Markets; Factor Markets; and Markey Failure and the Role of Government.

PSYCHOLOGY

Suggested Grade Level: 10-12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Elective.

Psychology is the scientific study of mental processes and behavior. The course is divided into six content areas and uses the scientific methods to explore research methods and ethical consideration. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social and moral development. Cognitive aspects of the course focus on learning, memory, information processing, and language. Personality Assessment, and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. The Biological Basis focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion.

PSYCHOLOGY, ADVANCED PLACEMENT

Suggested Grade Level: 11-12 Credits: 1 Prerequisites: Teacher Recommendation

Fulfills AHD and Core 40 Elective.

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

SOCIOLOGY

Suggested Grade Level: 10-12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Elective.

Sociology allows students to study human social behavior form a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions vary across time, cultures, and in social settings and groups. Students will describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students will 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 also included in the course. Students will also analyze the role of individuals in the community and social problems in today's world.

UNITED STATES GOVERNMENT

Suggested Grade Level: 12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Requirement.

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

UNITED STATES GOVERNMENT & POLITICS, ADVANCED PLACEMENT

Suggested Grade Level: 12 Credits: 1 Prerequisites: Teacher Recommendation

Fulfills AHD and Core 40 Requirement.

United States Government and Politics, Advanced Placement is a course based on content established by the College Board. Topics include: (1) constitutional underpinnings of United States government, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties.

U.S. HISTORY

Suggested Grade Level: 11 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Requirement.

United States History builds upon concepts developed in previous studies of U.S. History. 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. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

UNITED STATES HISTORY, ADVANCED PLACEMENT

Suggested Grade Level: 11 Credits: 2 Prerequisites: Teacher Recommendation

Fulfills AHD and Core 40 Requirement.

United States History, Advanced Placement is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives.

WORLD HISTORY & CIVILIZATION

Suggested Grade Level: 9-10 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Requirement.

World History 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 skills and process 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.

WORLD HISTORY, ADVANCED PLACEMENT

Suggested Grade Level: 11-12 Credits: 1-2 Prerequisites: None

Fulfills AHD and Core 40 Requirement.

World History, Advanced Placement is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. AP World History focuses on five overarching themes: (1) interactions between humans and the environment, (2) development and interaction of cultures, (3) state-building, expansion, and conflict, (4) creation, expansion, and interaction of economic systems, and (5) development and transformation of social structures.

Trade and Industrial Education

ADVANCED MANUFACTURING MSSC 1 SAFETY

Suggested Grade Level: 9-12 Credits: 1 Prerequisites: None

Fulfills AHD and Core 40 Elective.

Advanced Manufacturing is a highly specialized course based on the techniques and interrelationships found in high performance manufacturing and production. Instruction should focus on the critical actions, knowledge, systems, and processes necessary to participate in an advanced manufacturing enterprise. Activities should include a focus on advanced manufacturing processes and production, quality and continuous improvement practices, and maintenance awareness, and safety. Students should additionally develop high performance skills through demonstrations, lectures, self-paced studies, labs, computer simulations, technical presentations, critical thinking, problem solving, and individual/group activities in order to demonstrate a core set of skills and knowledge necessary to prepare for sustained careers in the high performance manufacturing environment.

ADVANCED MANUFACTURING MSSC 2 QUALITY PRACTICE AND MEASUREMENT

Suggested Grade Level: 9-12 Credits: 1 Prerequisites: MSSC 1

Fulfills AHD and Core 40 Elective.

Advanced Manufacturing is a highly specialized course based on the techniques and interrelationships found in high performance manufacturing and production. Instruction should focus on the critical actions, knowledge, systems, and processes necessary to participate in an advanced manufacturing enterprise. Activities should include a focus on advanced manufacturing processes and production, quality and continuous improvement practices, and maintenance awareness, and safety. Students should additionally develop high performance skills through demonstrations, lectures, self-paced studies, labs, computer simulations, technical presentations, critical thinking, problem solving, and individual/group activities in order to demonstrate a core set of skills and knowledge necessary to prepare for sustained careers in the high performance manufacturing environment.

ADVANCED MANUFACTURING MSSC 3 PROCESSES AND PRODUCTION

Suggested Grade Level: 9-12 Credits: 1 Prerequisites: MSSC 2

Fulfills AHD and Core 40 Elective.

Advanced Manufacturing is a highly specialized course based on the techniques and interrelationships found in high performance manufacturing and production. Instruction should focus on the critical actions, knowledge, systems, and processes necessary to participate in an advanced manufacturing enterprise. Activities should include a focus on advanced manufacturing processes and production, quality and continuous improvement practices, and maintenance awareness, and safety. Students should additionally develop high performance skills through demonstrations, lectures, self-paced studies, labs, computer simulations, technical presentations, critical thinking, problem solving, and individual/group activities in order to demonstrate a core set of skills and knowledge necessary to prepare for sustained careers in the high performance manufacturing environment.

ADVANCED MANUFACTURING MSSC 4 MAINTENANCE AND AWARENESS

Suggested Grade Level: 9-12 Credits: 1 Prerequisites: MSSC 3

Fulfills AHD and Core 40 Elective.

Advanced Manufacturing is a highly specialized course based on the techniques and interrelationships found in high performance manufacturing and production. Instruction should focus on the critical actions, knowledge, systems, and processes necessary to participate in an advanced manufacturing enterprise. Activities should include a focus on advanced manufacturing processes and production, quality and continuous improvement practices, and maintenance awareness, and safety. Students should additionally develop high performance skills through demonstrations, lectures, self-paced studies, labs, computer simulations, technical presentations, critical thinking, problem solving, and individual/group activities in order to demonstrate a core set of skills and knowledge necessary to prepare for sustained careers in the high performance manufacturing environment.

World Languages

AMERICAN SIGN LANGUAGE I

Suggested Grade Level: 9-12 | Credits: 2 | Prerequisites: None

Fulfills AHD and Core 40 Requirement.

American Sign Language I is a course that introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notional approach, and discusses cultural features of the deaf community. Emphasis is placed on development of receptive and expressive language skills. Through this course, students are given the opportunity to develop visual acuity, follow brief verbal instructions, understand short statements, questions, and dialogues, develop short descriptions with guidance, begin to understand the current GLOSSING system used to write ASL, and examine other methods developed to write ASL, including Sign Writing.

AMERICAN SIGN LANGUAGE II

Suggested Grade Level: 9-12 | Credits: 2 | Prerequisites: American Sign Language I

Fulfills AHD and Core 40 Requirement.

American Sign Language II is a course that continues the focus on frequently used signs through a functional-notional approach and the discussion of the cultural features of the deaf community. Through this course, students are given the opportunity to watch, understand, and produce short stories, dialogues, projects, and poetry in ASL, continue to develop receptive skills, begin to understand various dialects of ASL by interacting with ASL users within the deaf community, continue to use classifiers appropriately, continue to practice ASL GLOSSING system used to write ASL.

AMERICAN SIGN LANGUAGE III

Suggested Grade Level: 9-12 | Credits: 2 | Prerequisites: American Sign Language I, II

Fulfills AHD and Core 40 Requirement.

American Sign Language III is a course that continues the focus on frequently used signs through a functional-notional approach and the discussion of the cultural features of the deaf community. Through this course, students are given the opportunity to watch, understand, and produce short stories, dialogues, projects, and poetry in ASL, continue to develop receptive skills, begin to understand various dialects of ASL by interacting with ASL users within the deaf community, continue to use classifiers appropriately, continue to practice ASL GLOSSING system used to write ASL.

AMERICAN SIGN LANGUAGE IV

Suggested Grade Level: 9-12 | Credits: 2 | Prerequisites: American Sign Language I, II, II

Fulfills AHD and Core 40 Requirement.

American Sign Language IV is a course based on Indiana Academic Standards for World Languages. This course continues to focus on the students' non-verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts.

FRENCH I – LEHS/NHHS/WOHS

Suggested Grade Level: 9-12 | Credits: 2 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

French I 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 and 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 and oral directions.

FRENCH II – LEHS/NHHS/WOHS

Suggested Grade Level: 10-12 Credits: 2 Prerequisites: French I

Fulfills AHD and Core 40 Elective.

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. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom.

FRENCH III

Suggested Grade Level: 11-12 Credits: 2 Prerequisites: French I, II

Fulfills AHD and Core 40 Elective.

French III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for French language learning by facilitating th e 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. This course further emphasizes making connections across content areas as well as the application of understanding French language and culture outside of the classroom.

FRENCH IV

Suggested Grade Level: 12 Credits: 2 Prerequisites: French I, II, III

Fulfills AHD and Core 40 Elective.

This course introduces students to the fundamental design and development aspects of architectural and civil engineering activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs will provide students with opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning design phases, instructional emphasis should be placed on related Transportation, Distribution and Logistics, water, resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.

SPANISH I

Suggested Grade Level: 9-12 Credits: 2 Prerequisites: None

Fulfills AHD and Core 40 Elective.

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 cultures. 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 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 language and culture outside of the classroom.

SPANISH II

Suggested Grade Level: 10-12 | Credits: 2 | Prerequisites: Spanish I

Fulfills AHD and Core 40 Elective.

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 culture, report on basic family and social practices of the target culture, and describe contributions from the target culture. This course further emphasize making connections across content areas and the application of understanding language and culture outside of the classroom.

SPANISH III

Suggested Grade Level: 11-12 | Credits: 2 | Prerequisites: Spanish I, II

Fulfills AHD and Core 40 Elective.

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 materials on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of 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 as the application of understanding language and culture outside of the classroom.

SPANISH IV

Suggested Grade Level: 12 | Credits: 2 | Prerequisites: Spanish I, II, and III

Fulfills AHD and Core 40 Elective.

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 context, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of culture through explaining factors that influence the practices, products, and perspectives of the target culture, reflecting on cultural practices of the target culture, and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native speakers.

SPANISH V

Suggested Grade Level: 12 | Credits: 2 | Prerequisites: Spanish I, II, III, IV

Fulfills AHD and Core 40 Elective.

Spanish V, a course based on Indiana's Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Spanish-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop understanding of Spanish-speaking culture through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Spanish speakers.

RUSSIAN I

Suggested Grade Level: 9-12 | Credits: 2 | Prerequisites: None

Fulfills AHD and Core 40 Elective.

Russian I introduces students to effective strategies for beginning Russian language learning, and to various aspects of Russian 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.

RUSSIAN II

Suggested Grade Level: 9-12 | Credits: 2 | Prerequisites: Russian I

Fulfills AHD and Core 40 Elective.

Russian II 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 practices, products and perspectives of Russian speaking culture, recognize basic routine practices of the target culture, and recognize and use situation appropriate nonverbal communication.