

HAMILTON HEIGHTS HIGH SCHOOL CURRICULUM GUIDE 2020-2021



"ALL TOGETHER . . . WE CAN MAKE A DIFFERENCE"

**HAMILTON HEIGHTS HIGH SCHOOL
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HAMILTON HEIGHTS HIGH SCHOOL OFFICE PERSONNEL

PrincipalJarrod Mason

Assistant PrincipalWhitney Gray

Dean of Students.....Mitch Street

Athletic DirectorKurt Ogden

Counselors:

<u>Class of:</u>	<u>Counselor</u>	<u>Last Name Starting With:</u>
2021	Teri Curnutt Bill Trachtman	A - Ma Mc – Z
2022	Teri Curnutt Bill Trachtman	A – K L – Z
2023	Teri Curnutt Bill Trachtman	A – J K – Z
2024	Teri Curnutt Bill Trachtman	A – K L - Z

Registrar Cyndi Morse

Attendance Secretary Missy Flanders

Athletic Office Secretary Leigh Ann Moffatt

Corporate ECA Treasurer ... Bonnie Knapp

Corporation & Student Receivables Treasurer..... Jennifer Kauffman

Nurse Erin Bilderback

Resource Officer Brad Osswald

Probation Officer Matt Todd

BELIEFS, VISION AND MISSION STATEMENT

The Hamilton Heights High School community is committed to providing a positive learning environment with a variety of educational opportunities for students. As a result, we have adopted the following Vision Statement, Mission Statement, and Core Values. Hamilton Heights High School empowers students to participate in a technologically challenging, global environment. Our school community aspires to graduate healthy, responsible citizens who are life-long learners and creative, critical thinkers.

Our mission at Hamilton Heights High School is to empower students to participate in a technologically challenging, global environment. Our school community aspires to graduate healthy, responsible citizens who are life-long learners and creative, critical thinkers.

Our vision is that Hamilton Heights High School will consistently be ranked in the top ten percent of the schools in Indiana based on benchmarks for achievement, and that our students will be equipped academically and socially to successfully perform in and adapt to the changing global society.

CORE VALUES:

Innovation – seek creativity in methods, solutions and resources

Community - serve the common good of our community

Accountability – demonstrate ownership and a sense of duty

Respect – admire and value each individual

Encouragement – inspire the spirit and realize the potential within each person

Excellence – continuously pursue exemplary performance

A GUIDE TO COURSE SELECTION AND PROGRAM PLANNING

Hamilton Heights High School is a comprehensive high school with a curriculum designed to allow students to complete requirements for graduation as prescribed by the Indiana Department of Education. This academic guide has been developed to assist students and parents in preparing a program to meet the individual academic needs and interests of our students.

The selection and scheduling of classes are vital processes that require thoughtful planning. Students must select courses that are relevant and consistent with their future plans. We suggest that you evaluate and discuss courses before making a final decision. In addition, we encourage you to consult with your guidance counselor and teachers about college and career planning.

Elective and summer school course offerings listed in this guide are proposed offerings. Courses will be taught based upon student enrollment and interest. We must work together in designing an appropriate program for a successful high school career.

COURSE SELECTIONS AND CHANGES

The selection of courses is a serious responsibility. Our counselors meet individually with each student to plan the best possible program of study for the upcoming year.

Schedule changes will only be made up to five (5) days prior to the start of the school year, except for students that are academically misplaced. Specific teacher requests cannot be honored; however, efforts will be made to accommodate a student who is repeating a failed class if notified prior to the start of school. First semester academic misplacement deadline date is 5 weeks after the start of semester 1. Second semester academic misplacement deadline date is 5 weeks after the start of semester 2. Students wishing to make a schedule change for the 2020-2021 school year should contact the Guidance Office before the end of the current school year or during the counselors' summer office hours. Counselors are available on Thursday mornings in July (8am – 12 noon).

Any student who is removed from a class due to disciplinary actions or attendance will not receive credit for that class. NOTE: Elective and summer school courses listed in this guide are proposed offerings. Courses taught will be based upon state budget and student enrollment.

GRADUATION REQUIREMENTS

****The Indiana Department of Education requires all seniors to take a credit in math or quantitative reasoning courses during their senior year. Please see below for courses included in this requirement.**

AP Biology	Agribusiness	Algebra 1	Finite Math
Integrated Chemistry/Physics	Management	Advanced Algebra	Economics
Physics	Accounting	Geometry	AP Computer Science
Chemistry	Civil Engineering	Pre-Calculus	Personal Finance
Chemistry Advanced	Architecture	AP Calculus AB	
	Principles of Engineering	AP Calculus BC	
		AP Statistics	



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 <i>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</i>
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
PE	2 credits
Health/Wellness	1 credit
Electives*	6 credits (College and Career Pathway courses recommended)
40 Total State Credits Required	

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

CORE40 with Academic Honors *(minimum 47 credits)*

Career Pathway (selecting electives in a deliberate

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits
(6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
 - C. Earn two of the following:
 - 1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
 - 2. 2 credits in AP courses and corresponding AP exams,
 - 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors *(minimum 47 credits)*

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

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 - 1. State approved, industry recognized certification or credential, or
 - 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of 3.0 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, Math 75.
 - D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80
- Beginning with the class of 2023
 - A. ISTEP will not be a requirement for graduation.
 - B. Each student will complete a Pathways requirement.

Indiana General High School Diploma

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

To graduate with less than 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 (in grades 9-12)
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course <i>General diploma students are required to earn 2 credits in a Math course or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</i>
Science	4 credits
	2 credits: Biology I 2 credits: Any science course <i>At least one credit must be from a Physical Science or Earth and Space Science course</i>
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
Flex Credit	5 credits
	Flex Credits must come from one of the following: <ul style="list-style-type: none"> · 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

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

HAMILTON COUNTY TECHNICAL EDUCATION PARTNERSHIP

Hamilton Heights is partnering with Ivy Tech Noblesville to offer the following programs for the 18-19 school year. Students will be able to take one of the following programs beginning with their junior or senior year in high school. Multiple certifications are available to achieve throughout the following programs:

- Advanced Automation and Robotics
- Computing/Informatics
- Construction Trades I

CAREER PATHWAYS

The purpose of the Career Pathways is to provide information for you to explore career options and decide which is best for you. Please review the pathways and Hamilton Heights courses related to them to help you choose elective courses to supplement your graduation requirements for the regular, Core 40, or Academic Honors diplomas.

The following Career Pathways are offered here:

AGRICULTURE: Includes the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products and resources. The course frameworks for all courses in this content area include a course description, course specifications, and the state standards for that course. [Please see departmental offerings for specific pathways.](#)

Foundation course for all students in this pathway:

- Introduction to Agriculture Food and Natural Resources

BUSINESS & MARKETING: Careers in this cluster may involve planning, organizing, directing and evaluating essential business functions in every sector of the economy. [Please see departmental offerings for specific pathways.](#)

Foundation courses for all students in this pathway:

- Introduction to Business
- Digital Applications & Responsibility

MANUFACTURING & LOGISTICS: Careers in the Manufacturing & Logistics cluster may involve planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering. [Please see departmental offerings for specific pathways.](#)

GRADUATION PATHWAYS

The Indiana State Board of Education has established graduation pathway recommendations that create an educated and talented workforce able not just to meet the needs of business and higher education, but able to succeed in all postsecondary endeavors. To account for the rapidly changing, global economy, every K-12 student needs to be given the tools to succeed in some form of quality postsecondary education and training, including an industry recognized certificate program, an associate's degree program, or a bachelor's degree program.

These recommendations seek to ensure that every Hoosier student graduates from high school with 1) a broad **awareness** of and **engagement** with individual career interests and associated career options, 2) a strong foundation of **academic** and **technical skills**, and 3) **demonstrable employability skills** that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment.

Students in the graduating **class of 2023** must satisfy **all three** of the following Graduation Pathway Requirements by completing one of the associated Pathway Options:

Graduation Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements
2) Learn and Demonstrate Employability Skills ¹ (Students must complete <i>at least one</i> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: <ul style="list-style-type: none"> • Project-Based Learning Experience; OR • Service-Based Learning Experience; OR • Work-Based Learning Experience. ²
3) Postsecondary-Ready ³ (Students must complete <i>at least one</i> of the following.)	<ul style="list-style-type: none"> • Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR • ACT: College-ready benchmarks; OR • SAT: College-ready benchmarks; OR • ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR • State- and Industry-recognized Credential or Certification; OR • State-, Federal-, or Industry-recognized Apprenticeship; OR • Career-Technical Education Concentrator: Must earn a C <u>average</u> or higher in at least 6 high school credits in a career sequence; OR • AP/IB/Dual Credit/Cambridge International courses or CLEP Exams: Must earn a C <u>average</u> or higher in at least three courses; OR • Locally created pathway that meets the framework from and earns the approval of the State Board of Education

¹ **Learn and Demonstrate Employability Skills:**

Employability skills standards may include [Indiana's Employability Skills Benchmarks](#) and other comparable character development benchmarks.

Demonstrations of employability skills are experiences that enable students to apply essential academic, technical, and professional skills and find engagement and relevancy in their academic careers through such means as project-based learning, work-based learning, or service learning experiences.

Demonstrations of employability skills can occur over the course of a student's high school career.

Any demonstration needs to be validated locally by:

- Student work product **AND**
- School validation.

² Learn and Demonstrate Employability Skills – Graduation Pathway Options:

Project-based learning allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

Demonstrations include:

- Completion of a course capstone,
- Completion of a research project,
- Completion of Cambridge International Global Perspectives and Research,
- Completion of the AP Capstone Assessment, **OR**
- Other (with approval by the State Board of Education).

Service-based learning integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility (and other employability skills), and strengthen communities. Demonstrations include:

- Participation in a meaningful volunteer or civic engagement experience,
- Engagement in a school-based activity, such as a co-curricular or extracurricular activity or sport for at least one academic year, **OR**
- Other (with approval by the State Board of Education).

Work-based learning is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals.

- Completion of a course capstone,
- Completion of an internship,
- Obtaining the Governor's Work Ethic Certificate,
- Employment outside of the school day, **OR**
- Other (with approval by the State Board of Education).

³ Postsecondary-Ready Competencies – Graduation Pathways Options:

National college-ready benchmarks are set by the College Board and ACT. The Indiana Commission for Higher Education, in consultation with the state's colleges and universities, may set Indiana-specific college-ready benchmarks that exceed—but may not be lower than—the national college-ready benchmarks.

Apprenticeships are defined as intensive work-based learning experiences that provide a combination of on-the-job training and formal classroom instruction. They are intended to support progressive skill acquisition and lead to postsecondary credentials and, in some cases, degrees.

Co-Ops link academic programs with structured work experiences through which participants acquire professional and technical skills. Participants earn academic credit for work carried out over a limited period of time under the supervision of a professional mentor.

State- and Industry-Approved Credentials, Certifications, Apprenticeships, and Co-Ops will be determined by the State Board of Education, in consultation with the Department of Workforce Development.

College Level Exam Program (CLEP): A score of 50 on at least 3 subject area exams can satisfy this pathway. At least one subject area must be a core content.

Cambridge International (CI) Examinations: A score of G or higher on at least 3 Cambridge IGCSE Level Exams can satisfy this pathway. At least one subject area must be a core content.

At least one AP/IB/Dual Credit/CI course or CLEP exam must be in a core content area (e.g., English, math, science, or social studies) and/or be part of a defined curricular sequence.

Students must take any corresponding AP, CI, or IB exams for their courses.

A score of 3 or higher on an AP exam, a 4 or higher on an IB exam, or E or higher on a CI Exam may satisfy the C requirement for one particular course.

DUAL CREDIT COURSES

Students taking the following courses may earn high school credits, as well as, college credits from Ivy Tech, Indiana University OR Vincennes University. Must take both semesters to earn dual credit.

****Final grade is weighted +1 if B- or above for these courses.****

AGRICULTURE DUAL CREDIT OFFERINGS (IVY TECH):

- [FOOD SCIENCE \(AGRI 104 IVY TECH\)](#)
- [PLANT AND SOIL SCIENCE \(AGRI 105 IVY TECH\)](#)
- [ADVANCED LIFE SCIENCE: PLANTS AND SOILS \(AGRI 109 IVY TECH\)](#)
- [HORTICULTURAL SCIENCE \(AGRI 116 & LAND 102 IVY TECH\)](#)
- [LANDSCAPE MANAGEMENT I \(AGRI 164 IVY TECH\)](#)
- [AGRIBUSINESS MANAGEMENT \(AGRI 102 IVY TECH\)](#)
- [AGRICULTURE POWER STRUCTURE AND TECHNOLOGY \(AGRI 106 IVY TECH\)](#)
- [ADVANCED LIFE SCIENCE: FOODS \(AGRI 108 IVY TECH\)](#)
- [NATURAL RESOURCES \(AGRI 115 IVY TECH\)](#)
- [ANIMAL SCIENCE \(AGRI 103 IVY TECH\)](#)
- [ADVANCED LIFE SCIENCE: ANIMALS \(AGRI 107 IVY TECH\)](#)

BUSINESS DUAL CREDIT OFFERINGS (INDIANA STATE UNIVERSITY):

- [ADVANCED ACCOUNTING \(BUS 201 INDIANA STATE\)](#)

BUSINESS DUAL CREDIT OFFERINGS (IVY TECH):

- [BUSINESS LAW AND ETHICS-1 151 OR BUSN 201-1 IVY TECH](#)
- [BUSINESS LAW AND ETHICS-2 152 OR BUSN 201-2 IVY TECH](#)
- [DIGITAL APPLICATIONS AND RESPONSIBILITY II / CINS 101 IVY TECH](#)
- [PRINCIPLES OF BUSINESS MGMT \(HUSKY FAN SHOP\)/BUSN 101 IVY TECH](#)
- [ADVANCED BUSINESS MANAGEMENT \(HUSKY FAN SHOP\)/BUSN 105 IVY TECH](#)
- [PRINCIPLES OF MARKETING/MKTG 101 IVY TECH](#)

BUSINESS DUAL CREDIT OFFERINGS (VINCENNES):

- [ADVANCED ACCOUNTING \(ACCT 100 VINCENNES\)](#)

ENGLISH DUAL CREDIT OFFERINGS (IVY TECH):

- [ADV ENGLISH COLLEGE CREDIT \(ENGL 111 IVY TECH\)](#)
- [ADV ENGLISH COLLEGE CREDIT \(ENGL 112 IVY TECH\)](#)

ENGLISH DUAL CREDIT OFFERINGS (INDIANA UNIVERSITY):

- [IU ENGLISH LANGUAGE AND COMPOSITION, COLLEGE CREDIT \(ENGL W131 Ind Univ\)](#)

- [IU ENGLISH LITERATURE AND COMPOSITION, COLLEGE CREDIT \(ENGL L202 Ind Univ\)](#)

SCIENCE DUAL CREDIT OFFERINGS (INDIANA UNIVERSITY):

- [ADV SCIENCE CC / CHEM C101/C121 IND UNIV*](#)

SPANISH DUAL CREDIT OFFERINGS (IVY TECH):

- [SPANISH III-H / SPAN 101-SPAN 102 IVY TECH](#)
- [SPANISH LANGUAGE /SPAN 201-SPAN 202 IVY TECH](#)

TECHNOLOGY DUAL CREDIT OFFERINGS (IVY TECH):

- [INTRODUCTION TO ENGINEERING DESIGN \(DESN 101 IVY TECH\)](#)
- [PRINCIPLES OF ENGINEERING \(DESN 104 IVY TECH\)](#)
- [CIVIL ENGINEERING AND ARCHITECTURE \(DESN 105 IVY TECH\)](#)
- [ADVANCED MANUFACTURING I \(ADMF 101 IVY TECH\)](#)
- [ADVANCED MANUFACTURING II \(ADMF 102 IVY TECH\)](#)
- [WBL ADV MFG & ENG \(Hire III\) \(INDT 280 IVY TECH\)](#)

ADVANCED PLACEMENT CLASSES

Final grade is weighted +1 if B- or above for these courses.

BUSINESS ADVANCED PLACEMENT OFFERINGS:

- [AP COMPUTER SCIENCE PRINCIPLES](#)

ENGLISH/LANGUAGE ARTS ADVANCED PLACEMENT OFFERINGS:

- [AP ENGLISH LITERATURE](#)

FINE ARTS OFFERINGS:

- [AP STUDIO ART 2-D DESIGN](#)
- [AP STUDIO ART 3-D DESIGN](#)

MATH ADVANCED PLACEMENT OFFERINGS:

- [ADVANCED PLACEMENT CALCULUS AB](#)
- [ADVANCED PLACEMENT CALCULUS BC](#)
- [ADVANCED PLACEMENT STATISTICS](#)

SCIENCE ADVANCED PLACEMENT OFFERINGS:

- [ADVANCED PLACEMENT CHEMISTRY](#)
- [ADVANCED PLACEMENT BIOLOGY](#)

SOCIAL STUDIES ADVANCED PLACEMENT OFFERINGS:

- [AP WORLD HISTORY](#)
- [AP UNITED STATES HISTORY](#)
- [AP UNITED STATES GOVERNMENT & POLITICS](#)

CHOICES BEYOND HIGH SCHOOL:

- Schools** - Colleges / Universities
Community Colleges
Business, Technical, and Vocational Schools
- Military** - Variety of Skills Training
Financial Assistance with College
- Work** - On-the-Job Training
Apprenticeship

RECOMMENDED COLLEGE-BOUND FOUR-YEAR PLAN

GRADE 9

1. English (2 semesters) **
2. Math (2 semesters) **
3. Science (2 semesters) **
4. Physical Education (2 semesters)
5. Preparing for College & Careers (1 semester)
6. Foreign Language (2 semesters)***
7. Related Electives (3 semesters)

GRADE 11

1. English (2 semesters) **
2. U.S. History (2 semesters)
3. Math (2 semesters) **
4. Science (2 semesters) **
5. Foreign Language (2 semesters) ***
6. Related Electives (4 semesters)

GRADE 10

1. English (2 semesters) **
2. Math (2 semesters) **
3. Science (2 semesters) **
4. Health (1 semester)
5. Foreign Language (2 semesters)***
6. Related Electives (5 semesters)

GRADE 12

1. English (2 semesters) **
2. Government (1 semester)
3. Economics (1 semester)
4. Math (2 semesters) **
5. Science (2 semesters) **
6. Foreign Language (2 semesters)***
7. Related Electives (4 semesters)

** See Academic Guide for suggested college-bound courses/electives within each department.

*** A minimum of two years of foreign language is recommended. A strong senior year curriculum is recommended by all colleges. See individual college bulletins for specific requirements.

RECOMMENDED TECHNICAL/VOCATIONAL FOUR-YEAR PLAN

GRADE 9

1. English (2 semesters)
2. Math (2 semesters)
3. Science (2 semesters)
4. Physical Education (2 semesters)
5. Preparing for College & Careers (1 semester)
6. Related Electives (5 semesters)

GRADE 11

1. English (2 semesters)
2. Math (2 semesters)
3. U.S. History (2 semesters)
4. Related Electives (8 semesters)

(Vocational schools possible--

John Hinds - Elwood

JEL - North Central H.S.

WBL Coop)

Ivy Tech Construction Trades 1

GRADE 10

1. English (2 semesters)
2. Math (2 semesters)
3. Science (2 semesters)
4. Health (1 semester)
5. Related Electives (7 semesters)

GRADE 12

1. English (2 semesters)
2. Government (1 semester)
3. Economics (1 semester)
4. Related Electives (10 semesters)

(Possibilities –

John Hinds - Elwood

JEL - North Central H.S.

WBL Coop / Internship)

Ivy Tech Construction Trades 1

MY FOUR-YEAR PLAN WORK SHEET

Slots	Grade 9	Grade 10	Grade 11	Grade 12
1	English 9	English 10	English 11	English 12
2	English 9	English 10	English 11	English 12
3	Math	Math	Math	Government
4	Math	Math	Math	Economics
5	Science	Science	Science	Quantitative Reasoning OR
6	Science	Science	Science	Math class
7	P.E.	Health	US History	
8	P.E.		US History	
9	College & Careers			
10				
11				
12				
13				
14				

- One (1) or two (2) credits in mathematics or quantitative reasoning courses senior year.
- Two (2) credits in Geography/History of the World are required during grade 9 or 10.
- Early graduation is possible and will be scheduled on an individual basis.

Activities / Organizations

Athletics

NCAA FRESHMAN-ELIGIBILITY STANDARDS

Core Courses

- **NCAA Divisions 1 and II require 16 core courses.** See the charts below.
- **Beginning August 1, 2016, NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the ten must be a combination of English, math or natural or physical science that meet the distribution requirements below). The 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for grade improvement.

Test Scores

- **Division I** uses a sliding scale to match the test scores and core grade-point averages (GPA). The sliding scale for those requirements is available at www.ncaa.org.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, math, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported to the clearinghouse.**

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school's list of NCAA-approved core courses on the clearinghouse Web site to make certain that the courses being taken have been approved as core courses. The Web site is www.ncaaclearinghouse.net.
- **Division I** students enrolling full time **before August 1, 2016** should use Sliding Scale A. The sliding scale, for those requirements are available on the Web site.
- **The Division II** core grade-point-average requirement is a minimum 2.000.

DIVISION I		DIVISION II	
<u># of Years</u>	<u>16 Core-Course Rule</u>	<u># of Years</u>	<u>16 Core-Course Rule</u>
4	English	3	English
3	Mathematics (Algebra 1 or higher)	2	Mathematics (Algebra I or higher)
2	Natural/Physical Science (1 year of lab if offered by high school.)	2	Natural/Physical Science (1 year of lab if offered by high school.)
1	Additional English, Mathematics, or Natural/Physical Science.	3	Additional English, Mathematics or Natural/Physical science.
2	Social Science.	2	Social Science.
4	Additional courses (from any area above, foreign language or non-doctrinal religion/philosophy.)	4	Additional courses (from any area above, Foreign Language or Non-doctrinal Religion/Philosophy.)

ADDITIONAL NCAA INFORMATION

For more information regarding the rules, please go to www.ncaa.org. Click on “**Academics and Athletes**” then “**Eligibility and Recruiting**.” Or visit the clearinghouse Web site at www.ncaaclearinghouse.net. Please call the NCAA Eligibility Center if you have questions: toll-free number 877-622-2321.

IHSAA ELIGIBILITY

The Indiana High School Athletic Association establishes rules regarding athletes' eligibility to participate in interscholastic athletic events. To be eligible scholastically, students must have received passing grades at the end of their last grading period 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.

HHS ATHLETIC ELIGIBILITY

To be eligible scholastically, students must have received passing grades at the end of their last grading period in school in at least five full-credit subjects or the equivalent and must be currently **ENROLLED** and **PASSING** in at least five full-credit subjects or the equivalent. (Semester grades take precedence.)

Eligibility for the first grading period is based upon the 2017-18 2nd semester grades. Summer school classes can be counted toward the five-credit requirement for eligibility.

Note: Student-Athletes who transfer to Hamilton Heights for academic reasons without a bona fide change of residence will be subject to limited eligibility. (IHSAA Rule 19-6.2)

Definition Limited Eligibility: A student who is declared to have limited eligibility shall be eligible to participate immediately in all interschool athletics, provided, however, during the first 365 days from the date of last participation at a previous school, such student may not participate in interschool athletics as a member of a varsity athletic team. Students or parents having questions on eligibility should contact Kurt Ogden, our Athletic Director.

12-5 Enrollment in a Non-Public, Non-Accredited School

- 1) A student is eligible to participate in an athletic program involving IHSAA recognized sports only at the member school in which the student is enrolled and attends.
- 2) The foregoing notwithstanding, if a student is enrolled in and attends, full- time, a nonpublic, non- accredited school the student may have eligibility to participate in the athletic program at the Indiana public school serving the student's residence, provided that:
 - a) the student in conjunction with the non-public, non-accredited school and the public school serving the student's residence, provides proof to the IHSAA that the spirit of the eligibility rules will not be compromised; and
 - b) the student has been enrolled in the non-public, non-accredited school for the previous three years in succession; and
 - c) the student completes any state-wide examinations authorized by the Indiana Department of Education; and
 - d) the non-public, non-accredited school agent provides proof of meeting the provisions of Rule 18-1 of the IHSAA by-laws during the time period between the end of the member school's designated grading period and the corresponding certification date; and
 - e) the student must be enrolled and attending a minimum of one (1) full credit subject offered within the member school building.

ATHLETIC OFFERINGS

<u>Boys</u>	<u>Girls</u>
Baseball	Basketball
Basketball	Cheerleading
Cross Country	Cross Country
Football	Golf
Golf	Soccer
Soccer	Softball
Swimming/Diving	Swimming/Diving
Tennis	Tennis
Track	Track
	Volleyball

AGRICULTURE EDUCATION PATHWAYS

Agriculture Agribusiness Pathway

SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Preparing for College & Careers;	Introduction to Agriculture, Food, & Natural Resources	Digital Citizenship, Personal Financial Responsibility	
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Agriculture Power, Structure, and Technology	Agriculture Power, Structure, and Technology		World Lang
	11	English 11	Algebra II	3 rd Core 40 Science	US History	Agribusiness Management **	Agribusiness Management **		World Lang
	12	English 12	Math or Quantitativ e Reasoning		Government Economics	SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228)	SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228)	Fine Arts	World Lang
State specified Pathway Assessment: Dual Credit Final									
Industry Recognized Certification:									

Postsecondary Courses Aligned for Potential Dual Credit**

**See individual Course Frameworks for alignment of high school course standards and postsecondary course objectives

Ivy Tech Community College	Vincennes University
AGRI 102 Agricultural Business and Farm Management	AGBS 101 Agribusiness Industries

Agriculture Animal Science Pathway

SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Introduction to Agriculture, Food, & Natural Resources	Introduction to Agriculture, Food, & Natural Resources	Digital Citizenship; Personal Financial Responsibility	
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	ANIMAL SCIENCE 6182 & 6183 (5008)	ANIMAL SCIENCE 6182 & 6183 (5008)		World Language
	11	English 11	Algebra II	3 rd Core 40 Science	US History	AGRIBUSINESS MANAGEMENT 6121 & 6122 (5002)	AGRIBUSINESS MANAGEMENT 6121 & 6122 (5002)		World Language
	12	English 12	Math or Quantitative Reasoning		Government Economics	SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228)	SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228)	Fine Arts	World Language

Postsecondary Courses Aligned for Potential Dual Credit**

**See individual Course Frameworks for alignment of high school course standards and postsecondary course objectives

Purdue University

ANSC 10200 Introduction to Animal Science

Agriculture Ag Mechanics Pathway

SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Preparing for College & Careers	Introduction to Agriculture, Food, & Natural Resources	Digital Citizenship, Personal Financial Responsibility	
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Agriculture Power, Structure, and Technology	Agriculture Power, Structure, and Technology		World Language
	11	English 11	Algebra II	3 rd Core 40 Science	US History	High School, Area Career Center, Ivy Tech (AART, ELEC, Mech, QUAL, PROC) or (WELD, MTTC	High School, Area Career Center, Ivy Tech (AART, ELEC, Mech, QUAL, PROC) or (WELD, MTTC		World Language
	12	English 12	Math or Quantitative Reasoning		Government Economics	SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228)	SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228)	Fine Arts	World Language
State specified Pathway Assessment: Dual Credit Final									
Industry Recognized Certification:									

Postsecondary Courses Aligned for Potential Dual Credit**	
**See individual Course Frameworks for alignment of high school course standards and postsecondary course objectives	
Ivy Tech Community College	Vincennes University
AGRI 102 Agricultural Business and Farm Management	AGBS 101 Agribusiness Industries

Agriculture Natural Resources Pathway

SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Introduction to Agriculture, Food, & Natural Resources	Introduction to Agriculture, Food, & Natural Resources	Digital Citizenship; Personal Financial Responsibility	
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	NATURAL RESOURCES 6131 & 6132 (5180)	NATURAL RESOURCES 6131 & 6132 (5180)		World Language
	11	English 11	Algebra II	3 rd Core 40 Science	US History				World Language
	12	English 12	Math or Quantitative Reasoning		Government Economics	SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228) OR AGRIBUSINESS MGMT (5002) 6121 & 6122	SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study 6190 (5228) OR AGRIBUSINESS MGMT (5002) 6121 & 6122	Fine Arts	World Language
State specified Pathway Assessments: Dual Credit Finals									
Industry Recognized Certification: NA									

Postsecondary Courses Aligned for Potential Dual Credit**

**See individual Course Frameworks for alignment of high school course standards and postsecondary course objectives

Ivy Tech Community College

AGRI 115 Natural Resources Management

AGRICULTURE COURSES

INTRODUCTION TO AGRICULTURE, FOOD & NATURAL RESOURCES

6101 & 6102 (5056)

Grades 9-12 – 2 semesters – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: none

Introduction to Agriculture, Food and Natural Resources is a 2 semester course that is highly recommended as a prerequisite to and as a foundation for all other agricultural classes. Through hands-on learning activities, students are encouraged to investigate areas of agriculture. Students are introduced to the following areas of agriculture: animal science, plant and soil science, food science, horticultural science, agricultural business management, natural resources, agriculture power, structure, and technology, careers in agriculture, leadership, and supervised agricultural experience. An activity and project-based approach is used along with team building to enhance the effectiveness of the student learning activities.

Counts as elective or directed elective.

FOOD SCIENCE (AGRI 104 IVY TECH)

6184 & 6185 (5102)

Grades 11-12 – 2 credit course – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources or by permission of teacher.

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.

Counts as a Directed Elective or Elective for all diplomas.

***Fulfills a Life Science or Physical Science requirement for the General Diploma
Dual credit through Ivy Tech***

PLANT AND SOIL SCIENCE (AGRI 105 IVY TECH)

5170F DC & 5170S DC (5170)

Grades 10-12 – 2 credit course – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources

Plant and Soil Science a 2 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 soil 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.

Counts as a Directed Elective or Elective for all diplomas.

Fulfills a science course requirement for all diplomas.

Fulfills a Life Science or Physical Science requirement for the General Diploma only

Qualifies as a quantitative reasoning course

Dual credit through Ivy Tech

ADVANCED LIFE SCIENCE: PLANTS AND SOILS (AGRI 109 IVY TECH)

6051 & 6052 (5074)

Grades 11-12 - 2 credit course – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Introduction to Agriculture, Plant and Soil Science, Food and Natural Resources, Biology, Chemistry

Advanced Life Science: Plants and Soils is a 2 semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students study concepts, principles, and theories associated with plants and soils. Knowledge gained enables them to better understand the workings of agricultural and horticultural practices. They recognize how plants are classified, grow, function, and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratories and fieldwork, how plants function and how soil influences plant life.

Counts as an Elective or Directed Elective for all diplomas.

Fulfills a Core 40 Science requirement for all diplomas

Dual credit through Ivy Tech

HORTICULTURAL SCIENCE (AGRI 116 & LAND 102 IVY TECH)

6061 & 6062 (5132)

Grades 9-12 – 1 credit per semester for 2 semesters

Required Prerequisites: none

Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources

Horticultural Science is a two semester course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, and pest management. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

Counts as a Directed Elective or Elective for all diplomas

Fulfills a Life Science or Physical Science requirement for the General Diploma

This course qualifies as dual credit through Ivy Tech

LANDSCAPE MANAGEMENT I (AGRI 164 IVY TECH)

6071 & 6072 (5136)

Grades 10-12 – 1 credit per semester for 2 semesters

Required Prerequisites: none

Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources

Landscape Management 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.

Counts as a Directed Elective or Elective for all diplomas

Qualifies as a quantitative reasoning course

This course qualifies as dual credit through Ivy Tech

LANDSCAPE MANAGEMENT II

6180 & 6181 (5137)

Grades 12 – 1 credit per semester for 2 semesters

Required Prerequisites: Landscape Management I

Recommended Prerequisites: Plant and Soil Science or Horticulture Science

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 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 prevention, diagnosis, and treatment; communications; management skills necessary in landscaping 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.

Counts as a Directed Elective or Elective for all diplomas

Qualifies as a quantitative reasoning course

AGRIBUSINESS MANAGEMENT (AGRI 102 IVY TECH)

6121 & 6122 (5002)

Grades 11-12 – 1 credit per semester for 2 semesters

Required Prerequisites: none

Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources

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

This course will qualify as elective or directed elective credit for graduation requirements.

This course qualifies as dual credit through Ivy Tech

Qualifies as a quantitative reasoning course

AGRICULTURE POWER STRUCTURE AND TECHNOLOGY (AGRI 106 IVY TECH)

6041 & 6042 (5088)

Grades 10-12 – 1 credit per semester for 2 semesters

Required Prerequisites: none

Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources

Agriculture Power, Structure and 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 agriculture power, structure, and technology.

Counts as a Directed Elective or Elective for all diplomas

This course qualifies as dual credit through Ivy Tech

ADVANCED LIFE SCIENCE: FOODS (AGRI 108 IVY TECH)

6031 & 6032 (5072)

Grades 11-12 - 1 credit per semester for 2 semesters

Required Prerequisites: none

Recommended Prerequisites: Chemistry, Biology, Introduction to Agriculture, Food and Natural Resources, Food Science, Nutrition and Wellness, Advanced Nutrition and Wellness

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 and the global food industry. Students enrolled in this course formulate, design, and carry out food-base laboratory and field investigations as an essential course component.

Students understand how biology, chemistry, and physics principles apply to 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 completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics, and chemistry in the context of highly advanced industry applications of foods

Fulfills a Science requirement for all diplomas

Qualifies as a quantitative reasoning course

This course qualifies as dual credit through Ivy Tech

NATURAL RESOURCES (AGRI 115 IVY TECH)

6131 & 6132 (5180)

Grades 10-12 – 1 credit per semester for 2 semesters

Required Prerequisites: none

Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources

Natural Resources is a 2 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.

Fulfills a science course requirement for all diplomas

Counts as a Directed Elective or Elective for all diplomas

This course qualifies as dual credit through Ivy Tech

SUSTAINABLE ENERGY ALTERNATIVES

5229 S1 & 5229 S2 (5229)

Grades 11-12 – 1 credit per semester for 2 semesters

Required Prerequisites: none

Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources or Natural Resources

Sustainable Energy Alternatives broadens a student's understanding of environmentally friendly energies. In this course students will use a combination of classroom, laboratory, and field experiences to analyze, critique, and design alternative energy systems. Class content and activities center on renewability and sustainability for our planet. Topics covered in this course include the following types of alternative energies: solar, wind, geothermal, biomass and emerging technologies. Leadership development, supervised agricultural experience, and career exploration opportunities in the field. Sustainable energy is also included.

Fulfills a science course requirement for all diplomas

Counts as a Directed Elective or Elective for all diplomas

ANIMAL SCIENCE (AGRI 103 IVY TECH)

6182 & 6183 (5008)

Grades 9-12 - 1-credit per semester for 2 semesters

Required Prerequisites: none

Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources

Animal Science is a 2 semester program that provides students with an overview of the field of animal science. 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 can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.

This course qualifies as dual credit through Ivy Tech

Counts as a Directed Elective or Elective for all diplomas

Fulfills a science course requirement for all diplomas

ADVANCED LIFE SCIENCE: ANIMALS (AGRI 107 IVY TECH)

6011 & 6012 (5070)

Grades 11-12 - 1 credit per semester for 2 semesters

Required Prerequisites: none

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

This course qualifies as dual credit through Ivy Tech

Counts as an Elective or Directed Elective for all diplomas

Fulfills a Core 40 Science requirement for all diplomas

Qualifies as a quantitative reasoning course

SUPERVISED AGRICULTURAL EXPERIENCE (SAE) Independent Study

6190 (5228)

Grades 10-12 – 1 semester course - 1 credit per semester, 8 credits maximum

Required Prerequisites: none

Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resource

A maximum of eight credits (eight semesters) can be earned in this course, some of which can be earned during summer sessions.

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. Students work closely with their agriculture teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. Curriculum content and competencies need to be varied so that school year and summer session experiences are not duplicative.

Counts as an Elective or Directed Elective for all diplomas

BUSINESS TECHNOLOGY EDUCATION PATHWAYS

Business Administration Pathway

SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra 1	Biology	Health & Wellness/Physical Ed	Preparing for College/Careers	DAR - Digital Applications & Responsibility	Digital Citizenship/ /Intro to Business	World Language
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Business Law OR Accounting		Preparing for College & Careers// Business Law//Accounting	World Language
						Principles of Marketing	DAR 2 - Digital Apps & Responsibility 2		
	11	English 11	Algebra II	3rd Core 40 Science	US History	Accounting		Business Law Principle of Mktg// Hospitality Mktg/ Sports Mktg	World Language
						Principles of Business Mgmt	Business Law		
	12	English 12	Math or Quantitative Reasoning		Government Economics	Business Law OR Advanced Accounting		Interactive Media/Web Design	Fine Arts
Adv. Prin of Bus. Mgmt.						Personal Finance			
State Specified Pathway Assessment:									
Industry Recognized Certification:									

Finance Communications Pathway

SECONDARY	Grade	English / Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway		
	9	English 9	Algebra 1	Biology	Health & Wellness/Physical Ed	Preparing for College/Careers	DAR - Digital Applications & Responsibility	Digital Citizenship	World Language	
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Accounting		Preparing for College & Careers/Intro to Business	World Language	
						Principles of Marketing	DAR 2 - Digital Applications & Responsibility 2			
	11	English 11	Algebra II	3rd Core 40 Science	US History	Advanced Accounting		Sports & Ent Mkt//Hospitality Marketing	World Language	
						Principles of Business Mgmt	Personal Finance			
	12	English 12	Math or Quantitative Reasoning		Government Economics	Business Law		Hospitality//Sports Marketing	Fine Arts	
						Adv. Bus Mgmt	WBL Internship Capstone			
	State Specified Pathway Assessment:									
	Industry Recognized Certification:									

Marketing Communications Pathway

SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway		
	9	English 9	Algebra 1	Biology	Health & Wellness/Physical Ed	Preparing for College/Careers	DAR - Digital Applications & Responsibility	Digital Citizenship	World Language	
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization			Preparing for College & Careers/ Intro to Business	World Language	
						Principles of Marketing	DAR 2 - Digital Applications & Responsibility 2			
	11	English 11	Algebra II	3rd Core 40 Science	US History	Accounting		Sports & Ent Mkt// Hospitality Marketing	World Language	
						Principles of Business Mgmt	Personal Finance			
	12	English 12	Math or Quantitative Reasoning		Government Economics	Hospitality Marketing/Sports Marketing	Video Production/Graphic Design	Business Law	Fine Arts	
						Adv. Bus Mgmt	Intern			
	State Specified Pathway Assessment:									
	Industry Recognized Certification:									

Web & Digital Communications Pathway

SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra 1	Biology	Health & Wellness/Physical Ed	Preparing for College/Careers	DAR - Digital Applications & Responsibility	Digital Citizenship/	World Language
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization			Preparing for College & Careers	World Language
						Web Design//Graphic Design	DAR 2 - Digital Applications & Responsibility 2		
	11	English 11	Algebra II	3rd Core 40 Science	US History	Video Production		Yearbook	World Language
						Web Design//Graphic Design	Adv. Graphic Design		
	12	English 12	Math or Quantitative Reasoning		Government Economics	Yearbook		Adv. Prin. Of Bus. Mgmt.	Fine Arts
Intern						Digital Photography			
State Specified Pathway Assessment:									
Industry Recognized Certification:									

HAMILTON HEIGHTS BUSINESS ACADEMY

Did you know that the most popular major in the nation is *BUSINESS ADMINISTRATION*? Every company regardless of industry needs business professionals to function. Through the use of technology and professional community connections, students who complete the Hamilton Heights Business Academy will be prepared for college or a career in business.

WHAT'S IN IT FOR YOU?

Students completing the requirements of the Hamilton Heights Business Academy will develop a better understanding of the business world through coursework that will prepare them with a variety of skills, such as teamwork, personal financial skills, and problem solving needed for life beyond high school. In addition, students have the opportunity to get free college credit and industry certifications.

In addition to this being a resume booster, students will also receive recognition during Honors Night and a special HHBA Certificate of Completion for their professional portfolio.

For completion of the Hamilton Heights Business Academy, students must take the following courses with a Hamilton Heights Business Teacher and meet the requirements within their four years of high school.

Required Courses (2):

Preparing for College and Careers
Digital Apps I

Elective Business Courses—any 6 of the following—*Dual Credit Courses:

Introduction to Accounting—counts as 2 if taken as year long course
Advanced Accounting— counts as 2 if taken as year long course*
Business Law and Ethics—counts as 2 if taken as year long course
Introduction to Business
Entrepreneurship and New Ventures
Personal Financial Responsibility
Principles of Business Management*
Advanced Business Management (Husky Fan Shop)*
Principles of Marketing*
Sports & Entertainment Marketing
Hospitality & Tourism in Marketing
CTSO Leadership Development in Action
Graphic Design and Layout
Digital Applications and Responsibility 2*
Interactive Media

Other Requirements

- Minimum 3.0 overall GPA
- At least one-year member of BPA
- Taken at least one course for dual credit
- Must present themselves as professional individuals throughout all 4 years of HS—no major discipline or attendance issues

BUSINESS TECHNOLOGY COURSES

BUSINESS LAW AND ETHICS/BUSN 201-1-BUSN 201-2 IVY TECH

157 & 158 (4560)

Grades 10-12 – 2 semester course, 1 credit per semester, 2 credits maximum

Required Prerequisites: none

Recommended Prerequisites: none

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, case review, and situational analyses. This course offers an understanding of personal law as it applies to consumers, employees and employers, retirement, death and family law. Mock trial and guest speakers may enhance this course.

Elective or directed elective credit for all diplomas

Business Law 1 & 2 may qualify for dual credit through IVY TECH if both semesters are taken in same year.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

4568 S1 4568 S2 (4568)

Grades 10-12 – 2 semesters – 1 credit per semester

Prerequisite: Algebra I

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world. Students may have the opportunity to sit for AP Computer Science Principles exam at the end of the year.

Counts as a Math Course for all diplomas

Fulfills a science course requirement for all diplomas

CTSO LEADERSHIP DEVELOPMENT IN ACTION

5237F & 5237S (5237)

Grade 10-12 – 1 credit per semester, up to 6 semesters, 6 credits maximum

Required Prerequisites: none

Recommended Prerequisites: Preparing for College and Careers and a sequence of courses relevant to the student's CTSO, depending on area of concentration; permission of instructor through an application process

School Required Prerequisite: at least one year of BPA

This is a project-based course in which students integrate higher order thinking, communication, teamwork, leadership, Leadership Development in Action is a project-based course in which students integrate higher order thinking, communication, leadership, and management processes to conduct Career and Technical Student Organization (CTSO) leadership projects at the local, state, or national level. Each student will create a vision statement, establish standards and goals, design and implement an action plan and timeline, reflect on accomplishments, and evaluate results. Authentic, independent application through CTSO student-directed programs or projects, internship, community based study, or in-depth laboratory experience is required. Research and development, interdisciplinary projects, and/or collaboration with post-secondary faculty, community agencies, or organizations are appropriate approaches. Instructor must be a current chapter advisor of an Indiana recognized CTSO. State and national membership in an Indiana recognized CTSO is required of any student enrolled in this course. Service learning experiences are highly recommended. Achievement of applicable Career and Technical Education (CTE), academic, and employability standards will be documented through a required student portfolio.

- ***Participation in Business Professionals of America (BPA) is required.***
- ***Application and teacher approval are required.***
- ***Elective or directed elective credit for all diplomas***

DIGITAL APPLICATIONS AND RESPONSIBILITY I

52 (4528)

Grades 9-12 – 1 credit course

Required Prerequisites: none

Recommended Prerequisites: none

School Prerequisite: Keyboarding proficiency required

Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications. This course gives students “hands-on” experience in Microsoft 2019 technology including Word, Excel, PowerPoint and Access. Students use technology to develop decision-making and problem solving skills. Microsoft Industry Certification may be offered as students master each application.

Elective or directed elective credit for all diplomas

DIGITAL APPLICATIONS AND RESPONSIBILITY II OR IVY TECH CINS 101

61 (4528)

Grades 9-12 – 1 credit course

Required Prerequisites: none

Recommended Prerequisites: none

School Prerequisite: Digital Applications and Responsibility I

Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications. This course provides students with a more in-depth understanding of Microsoft 2019 - including Word, PowerPoint, Excel, Access and Access. Advanced project based situations relating to today's business world is utilized.

This course will qualify for Dual Credit through Ivy Tech along with Microsoft Industry Certification.

Elective or directed elective credit for all diplomas

ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE

110 (5966)

Grades 12 – 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Recommended Prerequisites: Digital Applications and Responsibility

Required Prerequisites: a minimum of 4 credits of introductory and advanced career and technical education courses from the Business and Marketing career cluster: Introduction to Business, Introduction to Entrepreneurship, Principles of Business Management, Principles of Marketing, Introduction to Accounting, Advanced Accounting, Strategic Marketing, Business Law and Ethics, Global Economics.

School Prerequisite – Digital Apps and Resp I

Entrepreneurship and New Ventures Capstone introduces entrepreneurship, and develop the 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 startup funding, sales and revenue forecasting, and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software.

This course may qualify for Dual Credit through Ivy Tech

Elective or directed elective credit for all diplomas

GRAPHIC DESIGN AND LAYOUT

(5550 & 5550 S2) 5550

Grades 10-12 – 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Required Prerequisites: none

Recommended Prerequisites: Computer Illustration and Graphics Graphic Design and Layout includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits. In this class students will learn about graphic design principles, creative and expressive typography, page layout, and digital image manipulation through the completion of both print and multimedia based assignments. Projects may include, but are not limited to the creation of logos, posters, ads, magazine spreads, infographics and websites. Programs include Adobe Photoshop, Illustrator and InDesign.

Elective or directed elective credit for all diplomas

INTRODUCTION TO BUSINESS

11 (4518)

Grades 9-12—1 to 2 semester course, 1 credit per semester, 2 credits maximum

Required Prerequisites: none

Recommended Prerequisites: none

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

Elective or directed elective credit for all diplomas

INTRODUCTION TO ACCOUNTING 1 & 2 / ACCT100 VINU

4524DC S1 & 4524DC S2) (4524)

Grades 10-12 – 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Required Prerequisites: none

Recommended Prerequisites: none

Students must take the entire year and be a junior or senior to get the dual credit. Any sophomore can get the credit if they choose to take a second year (Advanced Accounting) their junior or senior year.

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

Elective or directed elective credit for all diplomas

Available for dual credit from Vincennes University.

ADV ACCOUNTING I-2 / BUS 201 INDIANA STATE

131 & 132 (4522)

Grades 11-12 – 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Required Prerequisites: Introduction to Accounting

Recommended Prerequisites: none

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

Elective or directed elective credit for all diplomas

Qualifies as a quantitative reasoning course.

Available for dual credit from Indiana State University.

PERSONAL FINANCIAL RESPONSIBILITY

4540 (4540)

Grades 11-12 – 1 credit per semester, 1 credit max

Required Prerequisites: none

Recommended Prerequisites: none

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

Elective or directed elective credit for all diplomas

Qualifies as a quantitative reasoning course.

Starting with Class of 2023, PFR will be a required course during junior or senior year.

PRINCIPLES OF BUSINESS MANAGEMENT (HUSKY FAN SHOP) / BUSN 101-1 & 101-2 IVY TECH

155 & 156 (4562)

Grades 10-12 – 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Required Prerequisites: none

Recommended Prerequisites: Introduction to Business

School Required Prerequisites: Teacher approval

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. This project based course focuses on roles and responsibilities of managers and challenges of managing a business. Students will develop real world skills in management, team building, problem solving, and organization goals as they operate and maintain a school store (Husky Fan Shop). A focus on corporate social responsibility and entrepreneurship will also be incorporated.

Due to the nature of this course, enrollment is by application and approval only—limited enrollment. See Mrs. Oelschlager for an application.

Final enrollment approval will be based upon GPA, prior business class experience and teacher recommendations. Students may need to complete interview for final selection into this course.

This course can qualify for Dual Credit through Ivy Tech.

Elective or directed elective credit for all diplomas

ADMINISTRATIVE AND OFFICE MANAGEMENT (HUSKY FAN SHOP) / BUSN 105 IVY TECH

5268 S1 & 5268 S2 (5268)

Grades 11-12- 2 semester course, 2 semesters required, 1-2 credits per semester, 4 credits maximum

Required Prerequisites: Principles of Business Management or Principles of Marketing

Recommended Prerequisites: none

School Required Prerequisites: Husky Fan Shop Experience Required

Administrative and Office Management 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. This course focuses on the more advanced roles of managing a business, including concepts in employee orientation, training and retention. Students will establish procedures for operational management, inventory control, and customer service as they operate and maintain a school store (Husky Fan Shop). Students in this class will gain real world experience as Store Manager for Hamilton Heights' student run enterprise.

Application/Teacher Approval is required.

Elective or directed elective credit for all diplomas

This course will qualify for Dual Credit through Ivy Tech.

PRINCIPLES OF MARKETING / MKTG 101-1 & 101-2 IVY TECH

5914 S1 5914 S2 (5914)

Grades 10-12 – 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Required Prerequisites: none

Recommended Prerequisites: none

Principles of Marketing provides 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.

Elective or directed elective credit for all diplomas

Qualifies for Dual Credit through Ivy Tech.

SPORTS AND ENTERTAINMENT MARKETING

160 (5984)

Grades 10-12 – 1 to 2 semester course, 1 credit per semester, 2 credits maximum

Required Prerequisites: Principles of Marketing

Recommended Prerequisites: none

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 the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.

Elective or directed elective credit for all diplomas

MARKETING IN HOSPITALITY AND TOURISM

165 (5982)

Grades 11-12 – 1 to 2 semester course, 1 credit per semester, 2 credits maximum

Required Prerequisites: Principles of Marketing

Recommended Prerequisites: none

Marketing in Hospitality and Tourism is a specialized course that develops student understanding of marketing in the hospitality, travel, and tourism industry. Students gain experience in marketing-information management, pricing, product/service management, promotion, and selling in the hospitality, travel, and tourism industry.

Elective or directed elective credit for all diplomas

PREPARING FOR COLLEGE AND CAREERS

20 (5394)

Grades 9-12 – Credits: 1 or 2 semester course, 1 credit per semester, 2 credit maximum; Only 1 credit may count toward CTE Concentrator Status for Perkins IV Pathways

Required Prerequisites: none

Recommended Prerequisites: none

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

Directed Elective or Elective for all diplomas

INTERACTIVE MEDIA

41 & 42 (5232)

Grades 10-12 – 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Required Prerequisites: none

Recommended Prerequisites: Introduction to Communications; Digital Applications and Responsibility

Interactive Media prepares students for careers in business and industry working with interactive media products and services which includes the entertainment industries. This course emphasizes the development of digitally-generated or computer-enhanced products using multimedia technologies. This course prepares students for careers in video production. Students will provide experiences working with multimedia presentations, digital movies, intro to scripting, storyboarding, filming, editing, and using a green screen. Various programs including Adobe Final Cut Pro and iMovie will be utilized in this class. This course emphasizes the development of digitally generated video. One element of this course will be the production and filming of the information videos for the district as well as clubs/athletics. This course also prepares students for careers in web design and computer science through the utilization programming languages, such as HTML5, CSS3 and Javascript. Other programs covered will include Adobe Dreamweaver and Fireworks. Emphasis will be placed on developing a fully functioning website and final portfolio through digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional ethics, communication, and knowledge of the “virtual workplace”.

Directed Elective or Elective for all diplomas

Counts towards the Computer Tech credit for graduation

WORK BASED LEARNING CAPSTONE INTERNSHIP

600 (5974)

Grade 12 ONLY – 1 credit per period course; maximum of 5 credits

Required Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. Student's worksite placement must align to the student pathway.

Recommended Prerequisites: none

School Prerequisites – Preparing for College and Careers. Good attendance/discipline record; “C” or better grade average; students must complete an application and participate in an interview process to be considered for admission to the internship program and have parental approval

Work-based Learning Capstone is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. Work-based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Related Instruction, shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway; and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies.

Elective or directed elective credit for all diplomas

A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction.

COOPERATIVE EDUCATION

6162 1 CR, 6162 2 CR, 6162 3 CR (6162)

Grade: 12 - 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Required Prerequisites: none

Recommended Prerequisites: Preparing for College and Careers, two credits in a career and technical education course

Cooperative Education (COOP EDU) is an approach to employment training that spans all career and technical education program areas through school-based instruction and on the job training. Time allocations are a minimum of fifteen hours per week of on-the-job training and approximately five hours per week of school-based instruction, focused on employability skills development. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed.

Elective or directed elective credit for all diplomas

EARLY CHILDHOOD EDUCATION I

5412F & 5412S (5412)

Grade 12 – 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Required Prerequisites: none

Recommended Prerequisites: Nutrition and Wellness, Child Development, and Advanced Child Development

School Prerequisites: students must complete an application and participate in an interview process to be considered for admission to the Early Childhood Education program.

Early Childhood Education prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula, and services available to young children. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education teacher. Student laboratory/field experiences may be either school- based or "on-the-job" in community-based early childhood education centers or in a combination of the two. Dual credit agreements with post-secondary programs are encouraged.

Elective or directed elective credit for all diplomas

EDUCATION PROFESSIONS I

5408F & 5408S (5408)

Grade 12 – 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Required Prerequisites: none

Recommended Prerequisites: Nutrition and Wellness, Child Development, Advance Child Development, and Interpersonal Relationships

School Prerequisites: students must complete an application and participate in an interview process to be considered for admission to the Education Professions program.

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 and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. A standards-based plan guides the students' field experiences.

Students are monitored in their field experiences by the Education Professionals I teacher. Articulation with post-secondary programs is encouraged.

Elective or directed elective credit for all diplomas

ENGLISH/LANGUAGE ARTS

Four years of English are required for graduation. This includes an English 9, 10, 11, and 12 course. The following diagram would be helpful in selecting possible choices throughout one's high school career.

GRADE	COLLEGE BOUND	TECHNICAL/VOCATIONAL
9	English 9 or English 9/Accelerated	English 9
10	English 10 or	English 10

English 10/Accelerated		
11	English 11 or English 11/Accelerated AP Literature & Comp	English 11
12	English 12, Adv English CC (111/112) or English Lang. & Comp., College Credit (IU W131) and English Lit. & Comp., College Credit (IU L202)	English 12

Every graduate must earn a total of 8 credits in the required English courses (English 9, 10, 11, and 12). Students may also choose to take electives, but these electives may **NOT** be taken in place of a required English course. Electives are especially recommended for the college-bound student.

English electives include: -

- Student Publications/Yearbook Production I & II
- Speech
- Etymology & ACT/SAT Prep & Etymology, Advanced & ACT/SAT Prep
- Mass Media
- Creative Writing
- Additional information appears in the course descriptions.

THE ACCELERATED ENGLISH PROGRAM

Admission to the accelerated English Program is by application and teacher recommendation only. It is based on the following considerations:

- Previous enrollment in an accelerated or honors program
- Reading, Language, and Vocabulary scores from standardized tests and/or other standardized tests
- Recommendation of previous English teacher
- Parental approval

When entering the Accelerated Program, a student agrees to perform according to the program's rigorous standards. Students who fail to maintain a grade of "C+" or higher will be removed from the program. In addition to the enriched studies in this program, Accelerated English is designed to develop the skills necessary for a student to sit for the Advanced Placement Exam.

ENGLISH COURSES

ENGLISH 9

1018 & 1019 (1002)

Grade 9 - 2 semester course - 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: none

Through the integrated study of language, literature, writing, and oral communication, English 9 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Composition also provides opportunities to create multiple types of writing, including expository essays of persuasion and literary analysis, and technical writing assignments in various forms, including business letters, resumes, and laboratory reports.

This course will qualify as required English 9 credit for all diplomas.

ENGLISH 9/ACCELERATED

1021C & 1022C (1002)

Grade 9 – 2 semester course - 1 credit per semester

Prerequisite – students will be selected by the English Department. Students who receive a grade of "C+" or below may be removed from the Accelerated Program.

The high school English department will select students based on standardized tests scores and prior course work.

English 9/Accelerated adheres to the English 9 curriculum with a more intense focus on writing and critical thinking skills.

This course will qualify as required English 9 credit for all diplomas.

ENGLISH 10

1051C & 1052C (1004)

Grade 10 – 2 semester course - 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: English 9 or teacher recommendation

Language arts instruction, as with math and other disciplines, is cumulative. Thus, English 10 reinforces and continues to make full use of many of the activities and skills of English 9. The *Composition* component of language arts provides students with opportunities to write for various audiences and purposes. Students identify and employ various elements of good writing in well-organized descriptive, expository, and narrative writings. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing.

This course will qualify as required English 10 credit for all diplomas.

ENGLISH 10 ACCELERATED

1041C & 1042

Grade 10 – 2 semester course - 1 credit per semester

Prerequisite – English 9 or admission by the English Department. Students who receive a grade of “C+” or below may be removed from the Accelerated Program.

This course focuses on the development of academic writing and literary analysis skills. Language arts instruction, as with math and other disciplines, is cumulative. Thus, English 10/Accelerated reinforces and continues to make full use of many of the activities and skills of English 9. Beyond these, English 10/Accelerated adds the following emphasis: (1) consideration of a given canon of literature, both American and English Literature; and (2) increased focus on the self-conscious choice of comprehension and writing strategies. The *Composition* component of language arts provides students with opportunities to write for various audiences and purposes. Students identify and employ various elements of good writing in well-organized descriptive, expository, and narrative writings. Additionally, students will complete a formal synthesis writing project, involving research, documentation as a precursor to the project required in English 11/Accelerated. A formal character presentation involving research and electronic media is required, involving written and oral presentations. A major project involving the research and analysis of the works and style of a significant poet will be completed, involving a written, oral, and electronic presentation. An independent oral and written novel project will be required, involving oral discussion and written abstract.

Qualifies as required English 10 credit for all diplomas.

ENGLISH 11

1081 & 1082 (1006)

Grade 11 – 2 semester course - 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: English 9 and English 10 or teacher recommendation

Through the integrated study of language, literature, composition, and oral communication, English 11 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. In English 11, students move from predominantly analyzing and using the elements of written language to making judgments based on those analyses. The *Composition* component of language arts provides students with opportunities to produce a variety of forms including persuasive writing, synthesis and analysis of information from a variety of sources, completing complex forms, describing procedures, giving directions, and using graphic forms to support a thesis.

Qualifies as required English 11 credit for all diplomas.

ENGLISH 11 ACCELERATED

1083 & 1084

Grade 11- 2 semester course - 1 credit per semester

Prerequisite – English 10 or admission by the English Department. Students who receive a grade of “C+” or below may be removed from the Accelerated Program.

This course focuses on the development of academic writing and literary analysis skills, as well as the development of comparative literature skills. Through the integrated study of language, literature, composition, and oral communication, English 11/Accelerated students further develop their use of language as a tool for learning and thinking and as a source of pleasure. In English 11/Accelerated, students move from predominantly analyzing and using the elements of written language to making judgments based on those analyses. The *Composition* component of language arts provides students with opportunities to produce a variety of forms including persuasive writing, synthesis and analysis of

information from a variety of sources, completing complex forms, describing procedures, giving directions, and using graphic forms to support a thesis. **NOTE: This is not a weighted course.** Additionally, students will complete a formal research paper that demonstrates proficiency in conducting research and writing about a chosen topic

Qualifies as required English 11 credit for all diplomas.

ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT

1077 & 1078 (1058)

Grade 11 – 12- 2 semester course - 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: English 9 and English 10 or teacher recommendation; Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

English Literature and Composition, Advanced Placement, 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 analysis 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. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

Qualifies as required English 11 credit for all diplomas

Final grade is weighted +1 point if "B-" or above.

ENGLISH 12

1091 & 1092 (1008)

Grade 12 – 2 semesters – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation In the regular Grade 12 English course, students will pursue a balanced curriculum, reading a variety of nonfiction and technical materials as well as literature. They will respond to grade-level-appropriate historically or culturally significant literary works. Research and analysis of related non-fiction materials are also included. Students will write coherent and focused texts for various purposes and audiences, progressing through the stages of the writing and research processes. They will also demonstrate proficiency in information retrieval and analysis skills.

In addition, the curriculum will include opportunities for students to create multimedia presentations, deliver speeches, and express developed ideas that are important to them while using high-level language and communication technology. Students will learn to identify and communicate about broad themes, trends, and cultural issues present in both literature and contemporary non-fiction. Seniors will complete a senior project during the second semester of the course. The project and its accompanying presentation is the capstone activity of the student's high school English experience.

This course will qualify as required English 12 credit for all diplomas.

ADV ENGLISH COLLEGE CREDIT (ENGL 111 IVY TECH)

1079 (1124)

Grade 12 – 1 credit course

Prerequisite – English 11 or AP Lit/Comp AND attainment of minimum scores (as set by Ivy Tech) on the PSAT, SAT, ACT, Or Accuplacer (a skills placement test)

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

This course will qualify as required English 12 credit for all diplomas.

Dual credit with Ivy Tech.

ADV ENGLISH COLLEGE CREDIT (ENGL 215 IVY TECH)

1080 (1124)

Grade 12 – 1 credit course

Required Prerequisites: none

Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation

School Recommended Prerequisites: A grade of “C” or better in ENGL 111 This class builds on the writing skills taught in ENGL 111 and emphasizes research-based analytic and argumentative writing.

Qualifies as required English 12 credit for all diplomas.

Dual credit with Ivy Tech.

IU ENGLISH LANGUAGE AND COMPOSITION, COLLEGE CREDIT (ENGL W131 IND UNIV)

1111 (1124)

Grade 12 – 1 credit course

Required Prerequisites: none

Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation

School Recommended Prerequisites: AP Lit/Comp, W131, and admission by the English Department by application

Writing assignments will be frequent and will include summary, critique, and analysis. Students will also be expected to participate fully in class discussions and should make use of technological resources both in researching and in producing their papers.

This course will qualify as required English 12 credit for all diplomas.

Final grade is weighted +1 point if “B-” or above.

Dual credit through an adjunct agreement with Hamilton Heights and Indiana University.

IU ENGLISH LITERATURE AND COMPOSITION, COLLEGE CREDIT (ENGL L202 IND UNIV)

1114 (1124)

Grade 12 – 1 credit course

Required Prerequisites: none

Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation

School Recommended Prerequisites: AP Lit/Comp, W131, and admission by the English Department by application

Students will be expected to read challenging texts and write weekly in-class essays and periodic analytical essays. Students will be expected to participate fully in class discussions and make use of technological resources both in researching and in producing their papers.

Qualifies as required English 12 credit for all diplomas.

Final grade is weighted +1 point if “B-” or above.

Dual credit through an adjunct agreement with Hamilton Heights and Indiana University.

ETYMOLOGY & SAT and ACT Prep

1120 (1060)

Grades 11-12 – 1 semester - 1 credit course

Required Prerequisites: none

Recommended Prerequisites: 4 credits in English Language Arts

School Recommended Prerequisite – “B-” or above average in English courses or English teacher recommendation.

NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.

Etymology, a language studies course based on the Indiana 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, and 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.

Fulfills an English/Language Arts requirement for all diplomas

SPEECH

1140 (1076)

Grades 10-12 – 1 semester - 1 credit course

Required Prerequisites: none

Recommended Prerequisites: none

School Recommended Prerequisites: “B-” or above average in English courses or English teacher recommendation.

Speech provides the study of and practice in the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students have opportunities to make different types of oral presentations including: (1) viewpoint, (2) informative, (3) persuasive, and (4) impromptu as well as interviewing, group discussion, debate, and speech criticism. Students are given opportunities to express subject matter literary genre related to course content and speaking assignments. This course emphasizes research using technology and careful organization and preparation. Students also practice and develop critical listening skills.

Fulfills an English/Language Arts requirement for all diplomas

STUDENT MEDIA/YEARBOOK PRODUCTION I

1161 (1086)

Grades 10-11 – 1 semester course, 1 credit per semester, 8 credits maximum. The nature of this course allows for successive semesters of instruction at advanced levels. Can be offered over three or four years by subtitling the course Beginning, Intermediate, or Advanced

Required Prerequisites: none

Recommended Prerequisites: Mass Media, or teacher recommendation

School Recommended Prerequisites – “C” or better in English courses; completed application; interview; and Heritage instructor permission

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

Elective or directed elective credit for all diplomas

Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.

STUDENT MEDIA/YEARBOOK PRODUCTION II

1162 (1086)

Grades 10-12 – 1 semester course, 1 credit per semester, 8 credits maximum. The nature of this course allows for successive semesters of instruction at advanced levels. Can be offered over three or four years by subtitling the course Beginning, Intermediate, or Advanced

Required Prerequisites: none

Recommended Prerequisites: Mass Media or teacher recommendation

School Recommended Prerequisites: “C” or better in English courses; completed application; interview; and Heritage instructor permission. Student must have already taken Student Media/Yearbook Production I.

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

Elective or directed elective credit for all diplomas

Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.

CREATIVE WRITING

1190 (1092)

Grades 11-12 – 1 semester - 1 credit course

Required Prerequisites: none

Recommended Prerequisites: English 9, English 10, or teacher recommendation

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

Fulfills an English/Language Arts requirement for all diplomas

FINE ARTS COURSES

INTRODUCTION TO TWO-DIMENSIONAL ART (L)

2010 (4000)

Grades 9-12 – 1 semester - 1 credit

Required Prerequisites: none

Recommended Prerequisites: none

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.

Counts as a Directed Elective or Elective for all diplomas

Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

ADVANCED TWO-DIMENSIONAL ART (L)

2020 (4004)

Grades 9-12 – 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Required Prerequisites: none

Recommended Prerequisites: Introduction to Two-Dimensional Art (L)

Advanced Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course builds 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.

Counts as a Directed Elective or Elective for all diplomas

Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

INTRODUCTION TO THREE-DIMENSIONAL ART (L)

2030 (4002)

Grades 9-12 – 1 credit -1 semester course

Recommended Prerequisites: Introduction to Two-Dimensional Art (L)

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

Counts as a Directed Elective or Elective for all diplomas

Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

AP STUDIO ART: 2-D DESIGN

4050 S1 4050 S2 4050

Grades 11 & 12 – 2 semester course with 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Advanced laboratory 2-D visual arts

AP Studio Art 2D Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: Two- Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The Hamilton Heights' AP Studio Art Program consists of two portfolios — 2-D Design and 3-D Design — corresponding to the most common college foundation courses. Students may choose to submit any or Indiana Department of Education 27 High School Course Titles and Descriptions all of the Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

Counts as a Directed Elective or Elective for all diplomas

Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma

AP STUDIO ART: 3-D DESIGN

4052 S1 4052 S2 4052

Grades 11 & 12 – 2 semester course with 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Advanced laboratory 3-D visual arts courses

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

Counts as a Directed Elective or Elective for all diplomas

Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma

CERAMICS (L)

2040 (4040)

Grades 10-12 – 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized

Required Prerequisites: none

Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)

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.

Counts as a Directed Elective or Elective for all diplomas

Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma

DRAWING (L)

2050 (4060)

Grades 10-12 – 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Required Prerequisites: none

Recommended Prerequisites: Introduction to Two-Dimensional Art (L)

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.

Counts as a Directed Elective or Elective for all diplomas

Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma

PAINTING (L)

2060 (4064)

Grades 10-12 – 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

Required Prerequisites: none

Recommended Prerequisites: Introduction to Two-Dimensional Art (L)

Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Counts as a Directed Elective or Elective for all diplomas

Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma

BEGINNING CONCERT BAND

2701 & 2702 (4160)

Grade 9 – 2 semester course with 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: none

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.

Counts as a Directed Elective or Elective for all diplomas

Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma

INTERMEDIATE CONCERT BAND

2711 & 2712 (4168)

Grade 10 – 2 semester course with 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Beginning Concert Band

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.

Counts as a Directed Elective or Elective for all diplomas

Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma

ADVANCED CONCERT BAND

2721 & 2722 (4170)

Grades 11-12 – 2 semester course with 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Beginning and Intermediate Concert Band

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

Counts as a Directed Elective or Elective for all diplomas

Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma

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

2731 & 2732 (4146)

Grades 9-12 – 2 credit course, 2 semesters required

Required Prerequisites: none

Recommended Prerequisites: none

School Required Prerequisite: Must audition

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. They also become aware of the career opportunities in dance.

Counts as a Directed Elective or Elective for all diplomas

Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma

A non-licensed dance instructor may be contracted with a licensed Fine Arts teacher serving as the teacher of record.

MUSIC THEORY AND COMPOSITION

2540 (4208)

Grades 9-12 – 1 credit course, 1 or 2 semesters

Required Prerequisites: none

Recommended Prerequisites: none

Recommended Prerequisites: enrolled in Band or Chorus

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. Students develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis,

understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

Counts as a Directed Elective or Elective for all diplomas

Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma

THEATRE ARTS I & II

2611 & 2612 (4242)

Grades 9 – 12

Credits: 1-semester course for 1 credit. The nature of this course allows for two successive semesters (Theatre Arts I and Theatre Arts II) of instruction at this level, provided that defined standards are utilized.

Required Prerequisites: none

Recommended Prerequisites: none

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

Counts as a Directed Elective or Elective for all diplomas

Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

BEGINNING CHORUS

2560 (4182)

Grades 9-12 -- 2 semesters required – 1 credit per semester

Prerequisites – none

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.

Counts as a Directed Elective or Elective for all diplomas

Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Any grade level may take this course, there are no auditions required

INTERMEDIATE CHORUS

2570 (4186)

Grades 9-12 - 2 semesters required – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Beginning Chorus

****By audition only****

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.

Counts as a Directed Elective or Counts as a Directed Elective or Elective for all diplomas

Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Any grade level may take this course, however, auditions are required for this course

ADVANCED CHORUS

2581 & 2582 (4188)

Grades 9-12 – 2 semesters required – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Beginning and Intermediate Chorus

****By audition only****

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.

Counts as a Directed Elective or Counts as a Directed Elective or Elective for all diplomas

Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Any grade level may take this course, however, auditions are required for this course

FOREIGN LANGUAGE COURSES

The study of Spanish and French at HHHS gives students the opportunity to use foreign language for personal communication, as an auxiliary professional or business skill, and as a tool that allows them to explore and understand the world around them. Many colleges recognize the importance of the knowledge of a second language; therefore, it is recommended that college bound students take 2 years of foreign language study. An additional third year of study is required for an Academic Honors Diploma. Students may choose to broaden their horizons by taking 2 years of both Spanish and French in order to complete the requirement for an Academic Honors Diploma. Transfer students from junior high programs will be tested to determine appropriate placement.

IT IS RECOMMENDED THAT STUDENTS MAINTAIN A “C” OR BETTER AVERAGE IN FOREIGN LANGUAGE CLASSES. ANY STUDENT WHO RECEIVES A FAILING SEMESTER FINAL GRADE MUST REPEAT AND RECEIVE A PASSING GRADE OF THAT LEVEL OF FOREIGN LANGUAGE IN ORDER TO CONTINUE IN THE SEQUENCE OF COURSES.

FRENCH I

3011 & 3012 (2020)

Grades 9-12 – 2 credit course

Required prerequisites: none

Recommended Prerequisites: none

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

Counts as a Directed Elective or Elective for any diploma

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

FRENCH II

3021 & 3022 (2022)

Grades 10-12 – 2 semester course – 1 credit per semester

Required prerequisites: French I

Recommended Prerequisites: none

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

Counts as a Directed Elective or Elective for any diploma

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

FRENCH III

3031 & 3032 (2024)

Grades 11-12 – 2 semester course – 1 credit per semester

Required prerequisites: French I and II

Recommended Prerequisites: none

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

Counts as a Directed Elective or Elective for any diploma

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

FRENCH IV

3041 & 3042 (2026)

Grade 12 – 2 semester course – 1 credit per semester

Required prerequisites: French I, II and III

Recommended Prerequisites: none

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

Counts as a Directed Elective or Elective for any diploma

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

SPANISH I

3511 & 3512 (2120)

Grades 9-12 – 2 credit course

Required Prerequisites: None

Recommended Prerequisites: none

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 Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

Counts as a Directed Elective or Elective for any diploma

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

WORKPLACE SPANISH

3515 & 3516 (2136)

Grades 10, 11, 12

Required Prerequisites: Minimum Prerequisites: Spanish I

Recommended Prerequisites: none

Credits: 2 semester course, 1 credit per semester

Workplace Spanish is a course designed to fuse students' desired future career path with the use of the Spanish language in a variety of scenarios. This course will incorporate and emphasize the three principal modes of communication, as defined by the American Council on the Teaching of Foreign Language, which include the interpretive, the interpersonal, and the presentational, so that students can acquire relevant and practical skills in Spanish for future work-based environments in order to prepare them for interactions with fluent speakers of Spanish outside the classroom. Students will focus on culturally-appropriate interactions, both verbal and nonverbal, along with specific vocabulary that relates directly to students' chosen career path, ultimately connecting this course to a variety of content areas. A major focus of this course is on students' proficiency (both oral and written) and will use a high percentage of only Spanish in instruction and students' work production

Counts as a Directed Elective or Elective for all diplomas.

This course counts as a general World Language credit as a Directed Elective or Elective, but will not count toward the Academic Honors Diploma as it is not part of a sequenced program.

SPANISH II

3521 & 3522 (2122)

Grades 10-12 – 2 semester course, 1 credit per semester

Required prerequisites: Spanish I

Recommended Prerequisites: none

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

Counts as a Directed Elective or Elective for any diploma

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

SPANISH II Honors

3525 & 3526 (2122)

Grades 10-12 – 2 semesters - 2 credit course

Required prerequisites: Spanish I

Recommended Prerequisites: A or B in Spanish I and teacher recommendation

This class covers the same concepts as Spanish II but is designed for high-achieving students. Students in Spanish II Honors will produce the target language with a minimum of support and guidance. This class has more open-ended questions that offer students the opportunity to expand and elaborate upon their answers, and to use the target language at a more sophisticated level. The class promotes question types that follow the format of the college level Spanish classes and further preparing students for success in dual credit Spanish III. The focus will be on in-depth writing, reading, increased speaking opportunities, textbook usage with increased vocabulary and grammar, and integrated skills.

Counts as a Directed Elective or Elective for any diploma

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

SPANISH III

3531 & 3532 (2124)

Grades 11-12 – 2 semesters - 2 credit course

Required prerequisites: Spanish I and II

Recommended Prerequisites: none

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

Counts as a Directed Elective or Elective for any diploma

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

ADV WORLD LANG/ SPAN 101-SPAN 102 IVY TECH

3535 & 3536 (2152)

Grades 11-12 – 2 semesters - 1 credit per semester

Required Prerequisites:

Recommended Prerequisites: Levels I, II, and III of the language

School Recommended Prereq: A or B in Spanish II with teacher recommendation AND attainment of minimum college readiness scores (as set by Ivy Tech) on the PSAT, SAT, ACT, Or Accuplacer (a skills placement test).

This course covers the same concepts (listed above) as Spanish III but it is geared to high-achieving college bound students. This is a college level class and students must understand the rigors of such a course and commit to that level of rigor. Students should be prepared to produce the target language with a minimum of support and guidance. This class has more open-ended questions that offer students the opportunity to expand and elaborate upon their answers, and to use the target language at a more sophisticated level. The class promotes question types that follow the format of college Spanish classes, further preparing students for success in Spanish 201/202. Spanish III and Ivy Tech 101/102 build upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding

Counts as a Directed Elective or Elective for any diploma

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

Final grade is weighted +1 if "B-" or above.

Dual credit with Ivy Tech

SPANISH IV

3541 & 3542 (2126)

Grade 12 – 2 semesters - 1 credit per semester

Required prerequisites: Spanish I, II, and III

Recommended Prerequisites: none

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

Counts as a Directed Elective or Elective for any diploma

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

SPANISH LANGUAGE /SPAN 201-SPAN 202 IVY TECH

3563 & 3564 (2152)

Grade 11/ 12 – 2 semesters – 1 credit per semester (6 additional dual credit hours for the year long course)

Prerequisites – Successfully complete Spanish Ivy Tech 101/102. For those not taking 101/102 they must attain minimum scores (as set by Ivy Tech) on the PSAT, SAT, ACT, Or Accuplacer (a skills placement test) AND take and pass the Ivy Tech Spanish Placement test with a score of 50. (Students must arrange with counselors to take this on Ivy Tech's Indianapolis Campus)

Spanish Language 201/202 is designed to replace college Spanish at the sophomore level. Students participate in enhanced, rigorous classroom activities related to the language studied. Students will concentrate on expository writing, expository speaking, and advanced grammar concepts in preparation for continued study at the collegiate level. Students need to have a high degree of self-motivation and be able to work independent of teacher supervision. This course requires the reading of Spanish language materials outside of class on a regular basis and the commitment to the exclusive use of Spanish. **This course is designed to be comparable to an advanced level college course.

Counts as a Directed Elective or Elective for any diploma

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

Final grade is weighted +1 if "B-" or above.

Dual credit with Ivy Tech

TECHNOLOGY / PRE-ENGINEERING PATHWAYS

Purdue, Duke, and Oklahoma State are just a few of several colleges and universities that have an agreement with PLTW for high school students to receive college credit after the completion of PLTW classes. Each institution will need to be looked at on an individual basis as each school has their own requirements for the Dual Credit possibility. Below is an example for Purdue University's PLTW Dual Credit.

PURDUE:

In order to receive credit, the following criteria must be met:

- High School must be PLTW certified.
- Student must complete the course with an 85% average.
- Student must complete the course portfolio.
- Student must score at least 70% on the PLTW college examination.
- Instructor must be a licensed technology education teacher (AERO, CEA, CIM, IED, POE).
- Instructor must submit test score to the Department of Industrial Technology.
- Student must enroll in a Department of Building Construction Management or Industrial Technology major.

Credit will be posted to the student's transcript during their first semester at Purdue University. Contact the departmental office for additional information.

For other institutions and their requirements please check the following webpage:

<http://archive.pltw.org/Engineering/Professional-Development/Affiliates/Purdue-University.cfm>

IVY TECH transcribed college credit for IED, POE, ADMF-Advanced Manufacturing and CEA. This is a transcribed credit, so it will follow you regardless of your college choice.

- Everyone will complete an IVY TECH enrollment form during their class.
- You will receive an IVY TECH student ID number.
- High School must be PLTW certified.
- Student must complete the course with a 69.5% (C-) average or higher.
- Student must complete the course portfolio.
- Instructor must be a licensed technology education teacher (CEA, POE or IED).
- Instructor must be MSSC certified for the ADMF courses

.Advanced Manufacturing Pathway

SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	*Intro to Engineering Design (IED) or Principles of Engineering (POE)- (Local High School Options);	*Intro to Engineering Design (IED) or Principles of Engineering (POE)- (Local High School Options)	Digital Citizenship, Personal Financial Responsibility	World Language
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Advanced Mftg I – ADMF 101		Preparing for College & Careers	World Language
						1 st Sem – Safety Module Assess	2 nd Sem – Quality Module Assess		
	11	English 11	Algebra II	3 rd Core 40 Science	US History	Advanced Mftg II – ADMF 102 Offered at High School or Area Career Center			World Language
						1 st Sem – Mftg Process Module Assess	2 nd Sem – Maintenance Module Assess		
	12	English 12	Math or Quantitative Reasoning		Government Economics	THIRD YEAR OPTIONS High School, Area Career Center, Ivy Tech (AART, ELEC, Mech, QUAL, PROC) or			Fine Arts

						(WELD, MTTC)		
						Core Dual Credit High School Courses CTE, ITCC	Work Based Learning – (All Options w/18 yrs of age & CPT credential	
State specified Pathway Assessment: Dual credit assessment from Ivy Tech, Vincennes University or MSSC assessment (All 4 exams)								
Industry Recognized Certification: MSSC Certified Production Technician								
* Each of these courses are a year-long so you cannot start one and switch to the other at semester.								

Dual Credit Crosswalk

School of Technology	Ivy Tech Community College		Indiana Department of Education	
	Course #	Course Title	DOE Number	DOE approved Course Title
Advanced	*ADMF 101	Key Principles of Advanced Manufacturing	5608	Adv Manufacturing I
Advanced	*ADMF 102	Technology in Advanced Manufacturing	5606	Adv Manufacturing II
Internship	INDT 280	Work Based Learning, Adv Man & Eng	5975	Work Based Learning
Other Dual Credit Options with Ivy Tech Community College Included in YCC Grant - ITEP				
Industrial	INDT	Basic Electricity	5684	Electronics &
Other course options can be discussed				

Construction Technology Pathway

SECONDARY	Grade	English / Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Computers in Design	Computers in Design	Digital Citizenship, Personal Financial Responsibility	World Language
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Construction Systems/ Processes	Construction Systems/ Processes	Preparing for College & Careers	World Language
	11	English 11	Algebra II	3 rd Core 40 Science	US History	Introduction to Construction 101			World Language
						Construction Systems/ Processes	Construction Systems/ Processes		
	12	English 12	Math or Quantitative Reasoning		Government Economics	Introduction to Construction 101		Introduction to Construction 101	Fine Arts
						Construction Systems/ Processes	Construction Systems/ Processes		
State specified Pathway Assessment: Dual credit assessment from Ivy Tech, Vincennes University or Home Builders Institute (HBI) Principles of Construction or Carpentry Basic									
Industry Recognized Certification: Home Builders Institute (HBI) Principles of Construction or Carpentry Basic									

Dual Credit Crosswalk

School of Technology	Ivy Tech Community College		Indiana Department of Education	
	Course #	Course Title	DOE Number	DOE approved Course Title
Construction Technology	101	Introduction to Construction 101	4782	Construction Systems

Engineering Pathway

SECONDARY	Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
	9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Computers in Design & Production or any other engineering/technology elective course	Communication Systems or any other engineering/technology elective course	Digital Citizenship, Personal Financial Responsibility	World Language
	10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	*PLTW Introduction to Engineering Design (IED) or PLTW Principles of Engineering (POE)	*PLTW Introduction to Engineering Design (IED) or PLTW Principles of Engineering (POE)	Preparing for College & Careers	World Language
	11	English 11	Algebra II	3 rd Core 40 Science	US History	*PLTW Introduction to Engineering Design (IED) or PLTW Principles of Engineering (POE) or PLTW Civil Engineering and Architectural (CEA)	*PLTW Introduction to Engineering Design (IED) or PLTW Principles of Engineering (POE) or PLTW Civil Engineering and Architectural (CEA)		World Language
	12	English 12	Math or Quantitative Reasoning		Government Economics	*PLTW Civil Engineering and Architectural (CEA) or PLTW Introduction to Engineering Design (IED) or PLTW Principles of Engineering (POE)	*PLTW Civil Engineering and Architectural (CEA) or PLTW Introduction to Engineering Design (IED) or PLTW Principles of Engineering (POE)		Fine Arts

State specified Pathway Assessment: PLTW End of Course Assessments/Final Exams are a required component of every course in the PLTW Pre-engineering program

Industry Recognized Certification:

* Each of these courses are a year- long so you cannot start one and switch to another at semester. You may take any of these courses in any sequence with exception of CEA you must have IED first.

Dual Credit Crosswalk

School of Technology	Ivy Tech Community College		Indiana Department of Education	
	Course #	Course Title	DOE Number	DOE approved Course Title
Intro to Engineering Design	DESN 101	Introduction to Design Technology	4802	Intro to Engineering Design
Principles of Engineering	DESN 104	Mechanical Graphics	5644	Principles of Engineering
Civil Engineering & Architecture	DESN 105	Architectural Design I	5650	Civil Engineering & Architecture

TECHNOLOGY/ENGINEERING COURSES

INTRODUCTION TO COMMUNICATIONS – VIDEO GAME DESIGN

6461 (4790)

Grades 10-12 – 1 credit course (1 or 2 semesters)

Required Prerequisites: none

Recommended Prerequisites: none

School Recommended Prerequisites: Any other course taken in our department prior to this course

Introduction to Communications is a course designed to provide a foundational knowledge of identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Student will use the design process to solve design projects in each communication area.

Directed Elective or Elective for all diplomas

TRANSPORTATION SYSTEMS

6430 (4786)

Grades 9-12 – 1 credit course - 1 semester

Required Prerequisites: none

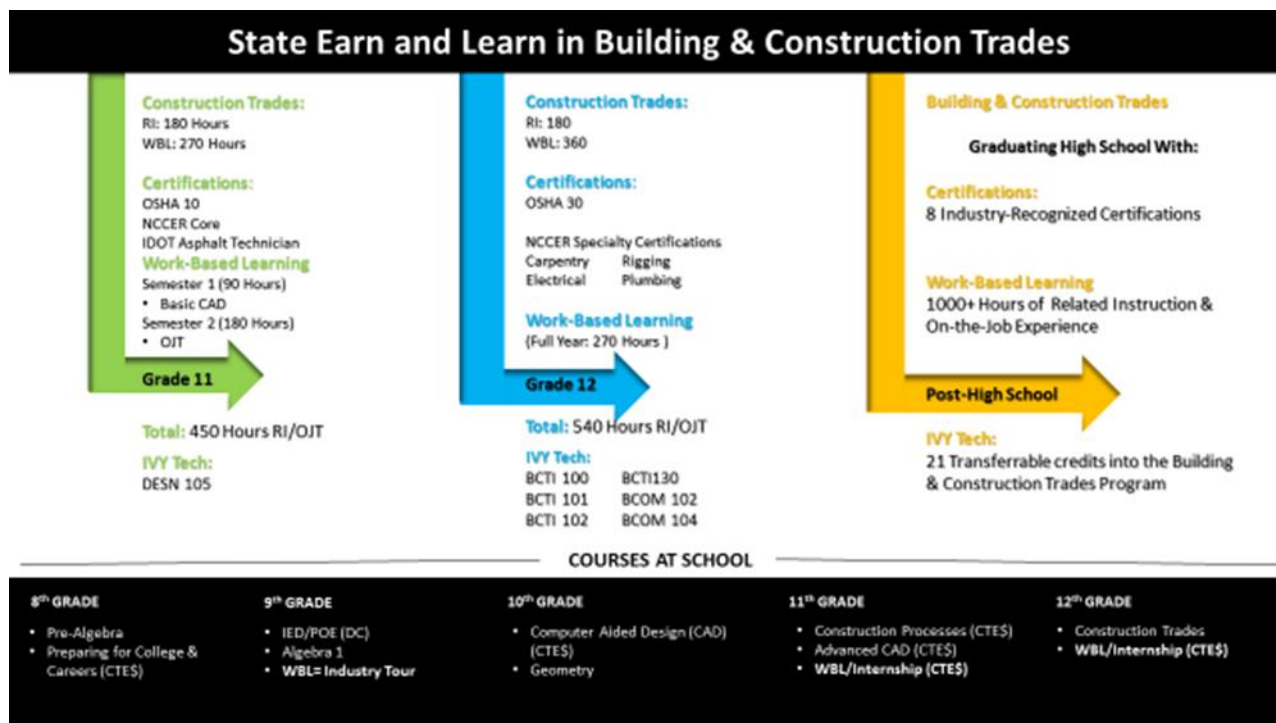
Recommended Prerequisites: none

Transportation Systems is a course that specializes in the study of the transportation systems used to support commerce and the logistics for the efficient movement of goods and people. In this course, students will explore the systems, techniques and vehicles used to move people and cargo on land, water, air, and space. Activities allow students to understand a variety of transportation systems and investigate the energy, power and mechanical systems used to move people and products from one location to another.

Directed Elective or Elective for all diplomas.

This course will be retired at the end of the 2020-2021 school year.

Projects include but are not limited to: Car launching challenge, Hot air balloons, Remote controlled cars, Egg crash test cars, Roller coasters, Tractor pull cars, Sumo wrestling cars, Clothes pin transport problem solving, Mousetrap cars, CO2 cars, Boat hull designs, Crimp boats.



INTRODUCTION TO CONSTRUCTION

6520 (4792)

Must be offered Spring Semester to support the SEAL Grant

Grades 11-12 – 1 credit course – 1 semester

Required Prerequisites: none

Recommended Prerequisites: none

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.

Directed Elective or Elective for all diplomas.

Projects include but are not limited to: Commercial Zoning, Commercial Foundations (pier, pile, floating), Commercial wall systems, Commercial roof (build samples), Truss and beam design, Commercial construction mat (concrete, cut and fill, load bearing capacity, etc.).

CONSTRUCTION TRADES I

5580 S1 5580 S2 (5580)

Must be offered fall semester to support the SEAL GRANT

Grades 11-12 – 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Required Prerequisites: none

Recommended Prerequisites: Introduction to Construction

Construction Trades I classroom and laboratory experiences involve the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of construction, future trends and career options, reading technical drawings and transforming those drawings into physical structures are covered. The relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop layout and floor construction skills. Blueprints and other professional planning documents will also be covered. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two- family dwellings and safety practices including Occupational Safety and Health Administration Safety and Health Standards for the construction industry.

Counts as a Directed Elective or Elective for all diplomas

CONSTRUCTION TRADES II

5578 S1 5578 S2 (5578)

Must be offered SPRING Semester to support the SEAL GRANT

Grades 12 – 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Required Prerequisite – CONSTRUCTION TRADES I

Recommended Prerequisites: none

Construction Trades II builds on the formation, installation, maintenance, and repair skills learned in Construction Trades I. Information on materials, occupations, and professional organizations within the industry will be covered. Students will develop basic knowledge, skills, and awareness of interior trim and the installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop exterior finishing competencies.

The course includes instruction on the installation of cornices, windows, doors and various types of sidings currently used in industry. Studies will also focus on the design and construction of roof systems and the use of framing squares for traditional rafter and truss roofing.

Counts as a Directed Elective or Elective for all diplomas

Qualifies as a quantitative reasoning course

CONSTRUCTION TRADES: HEAVY EQUIPMENT I

5497 S1 5497 S2 (5497)

Grades 10-12 – 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Required Prerequisite – none

Recommended Prerequisites: Introduction to Construction

Construction Technology Heavy Equipment I introduces students to basic heavy equipment operations. Students will learn how to control various land-moving and construction equipment. Emphasis should be placed on appropriate OSHA equipment safety standards. Students will be able to identify when to use specific equipment and know the appropriate operation and safety standards associated with it. Additional emphasis should be placed on performing simple operations with equipment such as basic excavation and debris movement.

Counts as a Directed Elective or Elective for all diplomas

CONSTRUCTION TRADES: HEAVY EQUIPMENT II

5495 S1 5495 S2 5495

Grades 11-12 – 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Required Prerequisite – Construction Trades: Heavy Equipment I

Recommended Prerequisites: none

Construction Technology Heavy Equipment II builds on the concepts learned in Heavy Equipment I. Students will explore more complex operations with various land-moving and construction equipment within the context of OSHA and industrial operation and safety standards. Emphasis should be placed on controlling equipment to perform specific operations per industry standards and on basic troubleshooting and maintenance procedures.

Counts as a Directed Elective or Elective for all diplomas

INTRODUCTION TO MANUFACTURING

4784 S1 4784 S2 (4784)

Grades 10-12 – 1 or 2 semesters, 1 credit per semester, 2 credits maximum

Required Prerequisites: none

Recommended Prerequisites: none

Introduction to Manufacturing is a course that specializes in how people use modern manufacturing systems through an introduction to manufacturing technology and its relationship to society, individuals, and the environment. 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: metallics, 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.

Directed Elective or Elective for all diplomas

COMMERCIAL PHOTOGRAPHY

5570 & 5570 S2 (5570)

Grades 11-12 – 2 semester course, 2 semesters required, 1-3 credits per semester

Required Prerequisites: none

Recommended Prerequisites: Introduction to Communications

Commercial Photography is an organized learning experience that includes theory, laboratory, and studio work as each relates to all phases of camera use, photographic processing, and electronic photographic editing. Instruction covers the topics of composition and color dynamics; contact printing and enlarging; developing film; lighting techniques and meters; large and medium format cameras and other current photographic equipment used for portrait, commercial, and industrial photography. Focus is placed on camera operation and composition related to traditional photographic principles and also tools and creative effects for editing and/or enhancing photographs. Instruction emphasizes the planning, development, and production of materials that visually communicate ideas and information.

Directed Elective or Elective for all diplomas

Projects include but are not limited to: Rescue devices, Pin-hole cameras, 35mm black and white photography, Solarization, package designs, loading bulk film cassettes, 35mm SLR cameras, Photoshop, Color prints, Nature, Action, and Element prints.

COMPUTERS IN DESIGN AND PRODUCTIONS SYSTEMS

6470 (4800)

Grades 9-12 – 1 credit course for 1 or 2 semesters - 2 credit max

Required Prerequisites: none

Recommended Prerequisites: none

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 for electronics, manufacturing, precision machining, welding, and architecture career pathways. Students apply ingenuity using tools, materials, processes, and resources to create solutions as it applies in the electronics, manufacturing, precision machining, welding, and architecture. 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: Architectural drawing and print design, design documentation using CAD systems; assignments involving the interface of CAD, CNC, CAM, and CIM technologies; computer simulation of products and systems; publishing of various media; animation and related multimedia applications; 3-D modeling of products or structures; digital creation and editing of graphics and audio files; control technologies; and automation in the modern workplace.

Directed Elective, Elective for all diplomas.

Projects include but are not limited to: Playhouse, Katrina restoration house, Urban Park, Floral shop, 5 story multi-use building, Roundabout design, Outdoor amphitheater, Public restroom design, Train station, Screwdriver, APP creation.

ROBOTICS DESIGN AND INNOVATION

6490 (4728)

Grades 10-12 – 1 credit course - 1 or 2 semester course, 1 credit per semester, 2 credits maximum

Required Prerequisites: none

Recommended Prerequisites: none

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

Directed Elective or Elective for all diplomas

Projects include but are not limited to: VEX PROJECTS CREATING ROBOTIC DEVICES.

INTRODUCTION TO ENGINEERING DESIGN (DESN 101 IVY TECH)

6551 & 6552 (4802)

Grades 9-12 – 2 semester - 2 credit course

(DUAL CREDIT WITH IVY TECH DESN 101) 3 credit course for Ivy Tech

Required Prerequisites: none

Recommended Prerequisites: none

Recommended School Prerequisites – completed Algebra I with at least a “B-”

YOU MUST TAKE THIS COURSE IN ORDER TO GET DUAL CREDIT FOR POE DESN104 AND CEA DESN105

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

Schools may use the PLTW curriculum to meet the standards for this course. Schools using the curriculum and are part of the Project Lead the Way network must follow all training and data collection requirements.

Directed Elective or Elective for all diplomas.

Projects include but are not limited to: Introduction to Inventor, Cardboard chairs, Train designs, Cube puzzle designs, various prototypes, various sketching technique projects, Reverse engineering, Innovation project designs.

PRINCIPLES OF ENGINEERING (DESN 104 IVY TECH)

6561 & 6562 (5644)

Grades 10-12 – 2 semester - 2 credit course

(DUAL CREDIT WITH IVY TECH DESN 104) 3 credit course for Ivy Tech

Required Prerequisites: Introduction to Engineering Design & must have earned the college credit from IED

Recommended Prerequisites: none

Recommended School Prerequisites – completed Algebra I with at least a “B-”

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems. Schools may use the PLTW curriculum to meet the standards for this course. Schools using the curriculum and are part of the Project Lead the Way network must follow all training and data collection requirements.

Directed Elective or Elective for all diplomas.

Fulfills a science course requirement for all diplomas

Qualifies as a quantitative reasoning course

Projects include but are not limited to: Simple machine project (Rube Goldberg), Mousetrap cars, Thermodynamics, Balsa wood bridges, Introduction to West Point Bridge builder, Dog bone material testing, ballistic devices. Building, programming, wiring and controlling: Marble sorter machine, Conveyor belts, Drill press, Joy stick car, Optical encoder, Motion & light censored machines, etc.

CIVIL ENGINEERING AND ARCHITECTURE (DESN 105 IVY TECH)

6571 & 6572 (5650)

Grades 10-12 – 2 semester - 2 credit course

(DUAL CREDIT WITH IVY TECH DESN 105) 3 credit course for Ivy Tech

Required Prerequisites: Introduction to Engineering Design & must have earned the college credit from IED and Principles of Engineering

Recommended Prerequisites: none

Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge.

Computer software programs should allow students 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, 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.

Directed Elective or Elective for all diplomas

Qualifies as a quantitative reasoning course

Projects include but are not limited to: Green storage shed, Habitat for Humanity structure, Keystone library retrofit, Commercial building design, architectural models.

ADVANCED MANUFACTURING I (ADMF 101 IVY TECH)

6577 & 6578 (5608)

Grades 10-12 – 2 semesters - 2 credit course

(DUAL CREDIT WITH IVY TECH 3 Credits and Industry Certifications)

Required Prerequisites: none

Recommended Prerequisites: none

Advanced Manufacturing I is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Domains include safety and impact, electricity, manufacturing essentials, fluid power principles, mechanical principles, lean manufacturing, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students take this course with the goal of being a skilled machine operator, repair technician, or working in management at any company that produces goods and services using advanced manufacturing techniques. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

Directed Elective or Elective for all diplomas.

Projects include but are not limited to: Several types of logistical and manufacturing devices. We are partnered with Chrysler and will have several trips to their plants in Kokomo and Tipton.

ADVANCED MANUFACTURING II (ADMF 102 IVY TECH)

6579 & 6580 (5606)

Grades 10-12 – 2 semesters - 2 credit course

(DUAL CREDIT WITH IVY TECH 3 Credits and Industry Certifications)

Required Prerequisites: Advanced Manufacturing I

Recommended Prerequisites: none

Advanced Manufacturing II prepares students for careers in Indiana's manufacturing industry. Through online instruction, virtual simulators, and classroom projects, students will build on the basic concepts and skills covered in Introduction to Advanced Manufacturing and Logistics. Advanced Manufacturing 1 offers an in-depth look at electronics, schematics, programmable controllers, and robotics. Key manufacturing processes and principles, such as quality, safety, continuous improvement, and lean manufacturing are also woven into the class. Students in the course will apply what they've

learned and work directly with members of industry, tackling projects, learning how the business works, and building relationships. Along the way, students will have the opportunity to earn college credit and industry certificates.

Directed Elective or Elective for all diplomas.

Qualifies as a quantitative reasoning course

WBL ADV MFG & ENG (Hire III) (INDT 280 IVY TECH)

6583 (5974)

Grade: 12 – 1 semester course, 1-3 credits per semester, 6 credits maximum

DUAL CREDIT WITH IVY TECH 3 credits & Industry Certifications

Required Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. Student's worksite placement must align to the student pathway.

Recommended Prerequisites: none

School Prerequisites: Preparing for College and Careers; a minimum of 4 credits of introductory and advanced courses related to a student's pathway and to the work site placement.

Work-based Learning Capstone is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. Work-based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Related Instruction, shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway; and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies.

Directed Elective or Elective for all diplomas

A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction.

ENGINEERING DESIGN AND DEVELOPMENT

4828 S1 4828 S2 (5698)

Grade: 12 – 1-3 credits per semester – 2 semesters required – 6 credit max

Required Prerequisites: Introduction to Engineering Design, Principles of Engineering Design, and one pre-engineering specialty course

Recommended Prerequisites: none

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 and/or individuals communicate(s) their solution to a panel of stakeholders at the conclusion of the course. As the capstone course in the Engineering Pathway, EDD engages students in critical thinking, problem-solving, time management, and teamwork skills. Schools may use the PLTW curriculum to meet the standards for this course. Schools using the curriculum and are part of the Project Lead the Way network must follow all training and data collection requirements.

Directed Elective or Elective for all diplomas.

Qualifies as a quantitative reasoning course

TECHNOLOGY SYSTEMS

6492 (4808)

Grades 9 - 1 semester – 1 credit max

Required Prerequisites: none

Recommended Prerequisites: none

This course will be retired at the end of the 2020-2021 school year

Technology Systems is a course that focuses on the technologies used in the career pathways related to Architecture & Construction, Arts, A/V Technology & Communications, Manufacturing, Science, Technology, Engineering & Mathematics and the Transportation, Distribution, & Logistics career clusters. Instructional strategies include creative problem solving activities that address real-world problems and opportunities. Computer experiences are used to incorporate graphics,

simulations, networking, and control systems. Students are also introduced to, and engaged in, investigating career opportunities within a career cluster of their choice. Systems thinking skills are used by students to study, diagram, and test a solution to a scenario related to their career interests.

Directed Elective or Elective for all diplomas.

Projects include but are not limited to: School website maintenance, school help desk ticket support, basic networking problem solving, basic computer installation of hardware and software, and other problem solving pertaining to technological devices.

INDUSTRIAL TECHNICAL MAINTENANCE I

5686 (5686)

Grades 11 & 12; 2 semester course with 2 credits per semester

Required Prerequisites: none

Recommended Prerequisites: Introduction to Manufacturing or Introduction to Advanced Manufacturing

Industrial Technical Maintenance I includes classroom and practical experiences that prepare students to apply technical knowledge and skills to repair and maintain industrial machinery and equipment. Instructional activities develop diagnostic and problem-solving skills related to electric circuits, wiring, motors, robotics, hydraulics, and pneumatics. Additional areas of instruction should include plumbing, rigging, basic machining, welding and cutting.

Directed Elective or Elective for all diplomas

Possible Dual Credit Opportunities from Ivy Tech

TECH NUMBER	COURSE NAME	DUAL CREDITS	PROGRAM TITLE
INDT103	Motors and Motor Controls	3	T.C. in Industrial Technology or A.A.S. in Industrial Technology
INDT104	Fluid Power Basics	3	T.C. in Industrial Technology or A.A.S. in Industrial Technology
ADMF222	Automation Mechatronics Pressurized Systems	3	T.C. in Automation and Robotics Technology or A.A.S. in Automation and Robotics Technology

MATHEMATICS COURSES

Suggested trackings ---

Grade	Core 40	Grade	Accelerated
9	Algebra I	9	Algebra I or Geometry
10	Geometry	10	Geometry, Algebra II, Pre-Calculus/Trigonometry
11	Algebra II	11	Algebra II, Pre-Calculus/Trigonometry, Pre-Calculus/Trigonometry B, AP Calculus AB, AP Statistics
		12	Pre-Calculus/Trigonometry, Pre-Calculus/Trigonometry B or Additional Electives:

ALGEBRA I

4031 & 4032 (2520)

Grades 9-12 – 2 semesters – 1 credit per semester

Required Prerequisites: None

Recommended Prerequisites: None

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

This course qualifies as a required Mathematics credit for all diplomas.

GEOMETRY

4041 & 4042 (2532)

Grades 9-12 – 2 semesters – 1 credit per semester

Required Prerequisites: None

Recommended Prerequisites: Algebra I

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

This course qualifies as a required Mathematics credit for all diplomas.

ALGEBRA II

4071 & 4072 (2522)

Grades 9-12 – 2 semesters – 1 credit per semester

Required Prerequisites: None

Recommended Prerequisites: Algebra I

School Recommended Prerequisite – 2 credits earned in Geometry

Materials required: TI-84 Plus Graphing Calculator

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of 5 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

This course qualifies as a required Mathematics credit for all diplomas.

PRE-CALCULUS

2564 (2564)

Grades 10-12- 1 semester course, 1 credit per semester

Required Prerequisites: None

Recommended Prerequisites: Algebra II and Geometry**Materials required: TI-84 Plus Graphing Calculator**

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

This course qualifies as a required Mathematics credit for all diplomas.

TRIGONOMETRY

2566 (2566)

Grades 10-12 – 1 semester - 1 credit course

Required Prerequisites: None

Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III

School Prerequisites – 2 credits earned in Algebra, Geometry, and Algebra II

Materials required: TI-84 Plus Graphing Calculator

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, finance, and nearly all other STEM disciplines. Trigonometry consists of seven strands: conics, unit circle, geometry, periodic functions, identities, polar coordinates, and vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

This course qualifies as a required Mathematics credit for all diplomas.

Student should not receive credit for both Trigonometry and Pre-Calculus/Trigonometry since they cover the same course content during one semester

CALCULUS

4088 & 4089 (2527)

Grade 11-12 – 2 semesters - 2 credit course

Required Prerequisites: None

Recommended Prerequisites: Pre-Calculus and Trigonometry

Materials required: TI-84 Plus Graphing Calculator

Calculus expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals. Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

This course qualifies as a required Mathematics credit for all diplomas.

ADVANCED PLACEMENT CALCULUS AB

4135 & 4136 (2562)

Grade 11-12 – 2 semesters – 1 credit per semester

Required Prerequisites: Pre-Calculus

Recommended Prerequisites: none

Materials required: TI-84 Plus Graphing Calculator

AP Calculus AB is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus AB is equivalent to a first semester college calculus course

devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

This course qualifies as a required Mathematics credit for all diplomas.

ADVANCED PLACEMENT CALCULUS BC

4139 & 4140 (2572)

Grade 12 – 2 semesters – 1 credit per semester

Required Prerequisites: Pre-Calculus

Recommended Prerequisites: none

School Recommended Prerequisite: Calculus AB

Materials required: TI-84 Plus Graphing Calculator

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

This course qualifies as a required Mathematics credit for all diplomas

ADVANCED PLACEMENT STATISTICS

4121 & 4122 (2570)

Grade 12 – 2 semesters – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Algebra II

School Recommended Prereqs: B- in Algebra II

Materials required: TI-84 Plus Graphing Calculator

AP Statistics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

This course qualifies as a required Mathematics credit for all diplomas

PHYSICAL EDUCATION AND HEALTH COURSES

Physical Education Courses

- Two PE credit hours must be earned for graduation requirements
- One credit must be earned by completing PE 1
- The second credit may be earned by one of the following:
 1. Successful completion of an IHSAA sanctioned sport
 2. Successful completion of PE 2
- Pick up an application form from the guidance office if you plan on participating in an IHSAA sport and will be using that as a PE credit
- Applications for PE credit must be completed and returned prior to the first practice of that sport
- A maximum of 6 total credits can be earned in Elective PE courses.
- Students must fulfill their two credit hours required for graduation prior to their senior year.
- Prerequisite for all Elective PE courses is successful completion of PE1 and PE 2

HEALTH & WELLNESS EDUCATION

5030 (3506)

Grade 10 – 1 semester - 1 credit course

Required Prerequisites: none

Recommended Prerequisites: 8th grade health education

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

Qualifies as required Health Education credit for all diplomas.

ELECTIVE PE SPORTS MEDICINE

5080 (3560)

Grades 10-12 – 1 semester - 1 credit course

Required Prerequisites: none

Recommended Prerequisites: Physical Education I and II

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

develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. 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 credit for all diplomas.

PHYSICAL EDUCATION I

5013 (3542)

Grades 9-10 – 1 semester course, 1 credit per semester, 1 credit maximum

Required prerequisites: Grade 8 Physical Education

Recommended Prerequisites: none

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

Fulfills part of the Physical Education requirement for all diplomas

PHYSICAL EDUCATION II

5014 (3544)

Grades 9-10 – 1 semester course, 1 credit per semester, 1 credit maximum

Required prerequisites: Physical Education I

Recommended Prerequisites: none

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in four of the following areas that were not included in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

Fulfills part of the Physical Education requirement for all diplomas

ELECTIVE PE ADVANCED PHYSICAL CONDITIONING

5110 (3560)

Grades 9-12 – 1 credit course, 1 or 2 semesters

Required Prerequisites: none

Recommended Prerequisites: Physical Education I and II

Students in grade 9 must complete a pre-approval form prior to enrollment in the course.

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

ELECTIVE PE RECREATIONAL GAMES

5120 (3560)

Grades 10-12 – 1 credit course, 1 or 2 semesters

Required Prerequisites: none

Recommended Prerequisites: Physical Education I and II

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

SCIENCE COURSES

Suggested tracks ---

GRADE	CORE 40	GRADE	ACCELERATED
9	Biology I	9	Biology
10	Chemistry I or Integrated Chemistry Physics	10	Chemistry I or Chemistry C101/C121
11	Anatomy & Physiology Biology II, AP Biology AP Chemistry or Physics Earth Space Science	11	Biology II or Physics I AP Chemistry or AP Biology Earth Space Science
		12	Physics I AP Chemistry or AP Biology Earth Space Science
		Additional Electives Biology II (Botany/Zoology) Anatomy & Physiology Earth Space Science	

BIOLOGY

7021 & 7022 (3024)

Grades 9-10 – 2 semesters – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: none

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

Biology credit for all diplomas

BIOLOGY II (BOTANY/ZOOLOGY)

7221 & 7222 (3026)

Grades 11-12 – 2 semesters – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Biology I

School Recommended Prerequisites – “C” or better in Chemistry I or “B” or better in Integrated Chemistry-Physics

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 to biological questions and problems related to personal and community issues in the life sciences.

Elective credit for all diplomas

Science requirement for all diplomas

ANATOMY & PHYSIOLOGY

7051 & 7052 (5276)

Grades 10-12 – 2 semesters – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Biology

School Recommended Prerequisites – “C” or better in Biology I

Anatomy & Physiology is a course in which students investigate and apply concepts associated with human anatomy and physiology. Concepts covered 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.

The course should include ample laboratory experiences that illustrate the application of the standards to the appropriate cells, tissues, organs, and organ systems. Dissection is both appropriate and necessary. Students should be able to use basic laboratory equipment such as microscopes, balances, and pipettes.

Elective, directed elective credit for all diplomas

Science requirement for all diplomas

INTEGRATED CHEMISTRY-PHYSICS

7031 & 7032 (3108)

Grades 10-12 – 2 semesters – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Algebra I (may be taken concurrently with this course)

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of

natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Counts as an Elective for all diplomas

Fulfills a science (physical) course requirement for all diplomas

Qualifies as a Quantitative Reasoning course

CHEMISTRY

7061 & 7062 (3064)

Grades 10-12 – 2 semesters – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Algebra II (can be taken concurrently)

School Recommended Prerequisites – “B” or better in Algebra I or “B” average in Integrated Chemistry-Physics

Chemistry 1 is a course based on the following core topics: properties and states of matter, atomic structure, bonding, chemical reactions, solution chemistry, behavior of gases, and organic chemistry. Students enrolled in Chemistry 1 compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction is focused on students gaining scientific knowledge through observation and experimentation. The results of such experimentation are communicated by accepted procedures.

Qualifies as required Science credit for all diplomas

Qualifies as a quantitative reasoning course

ADVANCED PLACEMENT CHEMISTRY

3060F & 3060S (3060)

Grades 11-12 – 2 credit course, 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Chemistry I, Algebra II, Pre-Calculus/Trigonometry

School Recommended Prerequisites – “B” average in Chemistry or in ADV SCIENCE CC / CHEM C101/C121 Ind Univ

AP Chemistry 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 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.

Qualifies as required Science credit for all diplomas.

Qualifies as a quantitative reasoning course.

Final grades are weighted +1 point if “B-” or above

EARTH AND SPACE SCIENCE I

7201 & 7202 (3044)

Grades 11-12 – 2 semesters – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: none

School Recommended Prerequisites – Integrated Chemistry-Physics or Chemistry I

Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system 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. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Elective credit for all diplomas

Fulfills Science requirement for all diplomas

ADV SCIENCE CC / CHEM C101/C121 Ind Univ*

3090F & 3090S (3090)

Grades 10-12 – 2 semester course – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: none

School Recommended Prerequisites – Completed 9th grade, 2.70 or better GPA on a 4.00 scale, “C” or better in Algebra I

This accelerated introductory chemistry course is not open to students with credit for Chemistry I.

Advanced Science, College Credit is a title that covers (1) any science course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary science course offered for dual credit. This course offered for dual credit by Hamilton Heights through an adjunct agreement with Indiana University. Topics include measurement, atomic and molecular structure, bonding, chemical reactions, stoichiometry, thermochemistry, gases, chemical kinetics, chemical equilibrium, solutions, acids and bases, electrochemistry, and nuclear chemistry. Laboratory work involves an introduction to the techniques and reasoning of experimental chemistry, with an emphasis on the study of physical and chemical properties of inorganic compounds.

Fulfills Science requirement for all diplomas

Final grades are weighted +1 point if “B-” or above

ADVANCED SCIENCE, SPECIAL TOPICS

3092 & 3092 S2 (3092)

Grade Level: 11-12 - 1 semester course, 1 credit per sem, may be offered for successive semesters

Required Prerequisites: none

Recommended Prerequisites: none

School Required Prerequisites: cumulative GPA 2.7 or higher and be on a college pathway.

Successful completion of biology and chemistry with a B- or higher.

Be willing to spend sufficient time outside of class to complete required work.

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

Counts as Science credit for all diplomas

This is not a weighted course

PHYSICS I

7091 & 7092 (3084)

Grades 11-12 – 2 semester course – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Algebra I or Algebra II

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Science requirement for all diplomas.

Elective for all diplomas

ADVANCED PLACEMENT BIOLOGY

3020 S1 & 3020 S2 (3020)

Grades 11-12 – 2 semesters - 2 credit course

Required Prerequisites: none

Recommended Prerequisites: Biology I and Chemistry I

School Recommended Prerequisites – “B” average in Biology I & Chemistry

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

This course will qualify as a Science requirement for all diplomas.

Final grades are weighted +1 point if “B-” or above

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

3012 S1 3012 S2 (3012)

Grades 11-12 – 2 semesters – 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Biology I and Chemistry

School Recommended Prerequisites – “B” average in Biology I & Chemistry I or ADV SCIENCE

CC/CHEM C101/C121 Ind Univ

Environmental Science, Advanced Placement is a course based on content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

This course qualifies as required Science credit for all diplomas.

This course qualifies as a quantitative reasoning course.

Final grades are weighted +1 point if “B-” or above

SOCIAL STUDIES COURSES

Students are required to earn 6 credits in Social Studies as follows:

Grades 9 & 10	2 Credits in Geography/History of the World
Grade 11	2 Credits in US History
Grade 12	1 Credit in US Government 1 Credit in Economics

GEOGRAPHY & HISTORY OF THE WORLD

8211 & 8212 (1570)

Grade Level- 9-10 - 2 semester course with 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: none

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

Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. Using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

Counts as an Elective for all diplomas

Fulfills the Geography/History of the World/World History and Civilization requirement for the, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma.

Fulfills a Social Studies requirement for the General diploma

AP WORLD HISTORY MODERN

1612 S1 1612 S2 (1612)

Recommended Grade Level- None

2 semester course with 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

AP World History Modern 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. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

Fulfills the Geography History of the World/World History and Civilization graduation requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Final grade is weighted +1 point if “B-” or above.

UNITED STATES HISTORY

8051 & 8052 (1542)

Recommended Grades: 11 - 2 semester course - 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: none

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

Fulfills the US History requirement for all diplomas.

ADVANCED PLACEMENT UNITED STATES HISTORY

8061 & 8062 (1562)

Grades 11 & 12 – 2 semester course - 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

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

Fulfills the US History requirement for all diplomas.

Final grade is weighted +1 point if "B-" or above.

UNITED STATES GOVERNMENT

8080 (1540)

Grades 11 & 12 – 1 semester - 1 credit course

Required Prerequisites: none

Recommended Prerequisites: none

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

Fulfills Government requirement for all diplomas

Students are required to take the naturalization test for citizenship per SEA 132 (New 2019-2020).

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

8090 (1560)

Grades 11 & 12 - 1 or 2 semester course with 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: Students should be able to read a college level textbook and write grammatically correct sentences.

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

Final grade is weighted +1 point if "B-" or above.

Fulfills Government requirement for all diplomas

ETHNIC STUDIES

1516 (1516)

Grades 9-12 - 1 semester course with 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: none

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

Counts as an Elective for all diplomas.

Must be offered at least once per school year

INDIANA STUDIES

1518 (1518)

Grades 9-12

1 semester course with 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: none

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

Counts as an Elective for all diplomas.

Must be offered at least once per school year

ECONOMICS

8070 (1514)

Grade 12 –1 semester course with 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: none

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.

Fulfills the Economics requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas.

Fulfills a Social Studies requirement for the General Diploma only

Counts as an elective for all diplomas.

SOCIOLOGY

8040 (1534)

Grades 10-12 - 1 semester course with 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: none

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

Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

Counts as an Elective for all diplomas

PSYCHOLOGY

8100 (1532)

Grades 10-12 - 1 to 2 semester course, 1 credit per semester

Required Prerequisites: none

Recommended Prerequisites: none

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

Counts as an Elective for all diplomas

EXTRACURRICULAR ACTIVITIES/CLUBS

Academic Competition Teams	National Honor Society
Board Games Club	Peer Ambassadors Communicating Knowledge (PACK)
Business Professionals of America	S.A.D.D.
French Club	Science Club
GSA Club	Spanish Club
Husky Ambassadors	Speech Club (NFL)
Key Club	Student Government
Love Is...Club / FCA	Service With A Goal (SWAG)
Mock Trial	Yearbook
National FFA	

APPLIED COURSES

State Approved *Applied* Courses for the Certificate of Completion

The Indiana Department of Education's State Approved *Applied* Course Titles and Descriptions are course titles and descriptions that have been approved for schools to use during the School-year for students taking a course for an applied unit.

Background

The new Certificate of Completion Course of Study provides a framework for providing a free appropriate public education to students who have been taken off of a diploma path. It allows increased access to the general education curriculum and it also guides schools in developing appropriate applied classes based on alternate achievement standards.

The Dear Colleague letter on the provision of a Free and Appropriate Public Education and the passage of the Every Student Succeeds Act (ESSA) at the federal level, emphasize the requirement for challenging academic content standards to apply to EACH AND EVERY public school student. Students who are not on diploma track still have the right to learn academic content.

Many students with disabilities who have had appropriate academic and vocational instruction and leave high school without a diploma are capable and willing to work; however the existing Certificate of Completion is not recognized as a meaningful document by the employment community. There is now an emphasis on employability skills and the development of a transition portfolio to better showcase what students will be able to do in postsecondary employment settings after obtaining a Certificate of Completion.

Guidance

On December 6, 2017, the State Board of Education approved general and applied courses for the 2018-19 school year. The approved "*Applied*" course descriptions are included in this document. During the student's annual case review in grade 8, the case conference committee shall discuss diploma types, course requirements and employment options and include on the student's individualized education program (IEP) the type of diploma the student will seek. If the student is placed on a non-diploma track and wishes to pursue a Certificate of Completion, new guidelines have been set, effective with students entering high school as 9th graders during the 2018-19 school year.

Students on CoC track will be scheduled into general education courses and will receive modifications based on their needs and as indicated in their IEP. If course standards are modified, the student would be taking the course for an applied unit. High School credit may be earned if the course is not modified in any way. Students on a CoC track could have all applied units or a combination of applied units and credits on their transcript.

Applied Courses

Approximately 60 *Applied* courses have been identified and thus have a corresponding course description and content connectors. These applied courses are available here, in addition to the full list of

state approved course descriptions posted [here](#). While students may take any general education course for an applied unit, the list of identified “*Applied*” courses are those with corresponding modified descriptions and content connectors

Applied Course Titles and Descriptions

The Certificate of Completion course of study must be followed (effective for the freshman cohort starting in school year 2018/2019) for students with an IEP who are not pursuing a diploma track. The Certificate of Completion provides increased access to the general education curriculum by providing flexibility in earning either credits or applied units in general education and/or special education classes. The Certificate of Completion can be earned through any combination of applied units and credits.

CTE: Business, Marketing, Information Technology, and Entrepreneurship

APPLIED BUSINESS MATH

4512 4512A

Applied 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 application of money management skills, navigating industry specific technology and apps, establishing and managing budgets, and maintaining inventory for products and other necessary skills that provides the foundation for students interested in careers in business related fields and everyday life. The content includes basic mathematical operations related to accounting, banking and finance, marketing, management, and retail. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

- Recommended Grade Level: 10, 11, 12
- Applied Units: 4 units maximum
- Counts as an Elective for the Certificate of Completion
- Fulfills a Mathematics requirement for the Certificate of Completion
- Qualifies as an applied math course for the Certificate of Completion

APPLIED DIGITAL APPLICATIONS AND RESPONSIBILITY

4528 4528A

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

- Recommended Grade Level: 11, 12
- Units: 4 units maximum
- Counts as an Elective or Employability requirement for the Certificate of Completion

APPLIED INTERACTIVE MEDIA

5232 5232A

Applied Interactive Media prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development and use of digitally generated or computer-enhanced products. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace”.

- Recommended Grade Level: 11,12
- Applied Units: 12 units maximum
- Counts as an Elective or Employability requirement for the Certificate of Completion

APPLIED PERSONAL FINANCIAL RESPONSIBILITY

4540 4540A

Applied 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 and apply skills in financial literacy and responsible decision making. Content includes analyzing personal standards, needs, wants, and goals; identify sources of income, and navigating technology for money management. A project based approach and applications through authentic settings such as work based observations, service learning experiences and community based instruction are appropriate. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged.

- Recommended Grade Level: 9,10,11,12
- Applied Units: 2 units maximum
- Counts as an Elective for the Certificate of Completion

APPLIED PREPARING FOR COLLEGE AND CAREERS

5934 5394A

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

- Recommended Grade Level 9-12
- Applied Units: 2 units maximum
- Counts as an Elective or Employability for the Certificate of Completion

CTE: Family and Consumer Sciences

APPLIED ADULT ROLES AND RESPONSIBILITIES

5330 5330A

Applied Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project or community based approach that utilizes problem solving skills, communication, leadership, self-determination skills, management processes, and fundamentals to college, career and community membership success. Service learning and other authentic applications are strongly recommended.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Elective or Employability Requirement for the Certificate of Completion

APPLIED CONSUMER ECONOMICS

5334 5334A

Applied Consumer Economics enables students to apply economic principles to their individual, family, workplace, and community lives. A project-based approach that utilizes higher order thinking, communication, leadership, self-determination and management processes is recommended to strengthen the understanding and application of consumer economics issues. The course focuses on interrelationships among economic principles and individual and family roles of exchanger, consumer, producer, saver, investor, and citizen. Economic principles to be studied include scarcity, supply and demand, market structure, the role of government, money and the role of financial institutions, labor productivity, economic stabilization, and trade.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 1 unit maximum
- Counts as an Employability or Social Studies requirement for the Certificate of Completion

APPLIED HUMAN DEVELOPMENT

5366 5366A

Applied Human Development and Wellness is valuable for all students as a life foundation and academic enrichment. Course content includes 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 or community based approach that utilizes problem solving skills, communication, leadership, self-determination skills, and management processes is recommended in order to apply and generalize these skills in authentic settings.

- Grade Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Employability Requirement or Elective for the Certificate of Completion

APPLIED INTERPERSONAL RELATIONSHIPS

5364 5364A

Applied Interpersonal Relationships is an introductory course that is relevant for students interested in careers that involve interacting with people and for everyday life relationships. 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, self-determination, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project or community based approach is recommended in order to apply these topics of interpersonal relationships. This course provides a foundation for all careers and everyday life relationships that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, the general public, family and friends.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Employability Requirement or Elective for the Certificate of Completion

APPLIED NUTRITION AND WELLNESS

5342 5342A

Applied Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation,

safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, self-determination, and 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.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Employability Requirement or Elective for the Certificate of Completion

CTE: Work Based Learning

5974A Work Based Learning Capstone, Multiple Pathways
5975A Work Based Learning Capstone, Advanced Manufacturing and Engineering
5260A Work Based Learning Capstone, Business and Marketing
5480A Work Based Learning Capstone, Family and Consumer Sciences
5207A Work Based Learning capstone, Health Sciences
5892A Work Based Learning Capstone, Trade and Industry

Applied Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students' skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

- Grade Level: 11, 12
- Applied Units: 6 units maximum
- Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion

APPLIED COOPERATIVE EDUCATION

6162 6162A

Cooperative Education (COOP EDU) is an approach to employment training that spans all career and technical education program areas through school-based instruction and on the job training. Time allocations are a minimum of fifteen hours per week of on-the-job training and approximately five hours per week of school-based instruction, focused on employability skills development. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed.

Recommended Grade Level: 11, 12

English/Language Arts

APPLIED DEVELOPMENTAL READING

1120 1120A

Applied Developmental Reading is a supplemental course that provides students with individualized, specially designed instruction to support success in completing course work aligned with the Indiana Academic Standards or Content Connectors for English/Language Arts.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts as an elective for the Certificate of Completion

APPLIED ENGLISH 9

1002 1002A

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

- Recommended Grade Level: 9-10
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 10

1004 1004A

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

- Recommended Grade Level: 9-11
- Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 11

1006 1006A

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

- Recommended Grade Level: 11-12
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 12

1008 1008A

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

- Recommended Grade Level: 11-12
- Applied Units: 4 units maximum
- Counts as an English/Language Arts Requirement for the Certificate of Completion
- Course may be used for students in 18-22 year-old programming

APPLIED SPEECH

1076 1076A

Applied Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and/or multi-media presentations, including student portfolios, viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Student products are aligned to their mode of communication.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an English/Language Arts or Employability Requirement for the Certificate of Comp.

APPLIED COMPOSITION

1090 1090A Recommended local course code)

Applied Composition, a course based on the Indiana Academic Standards or Content Connectors for English/Language Arts, is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style.

- Recommended Grade Level: 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an English/Language Arts Requirement for Elective for the Certificate of Completion

APPLIED LANGUAGE ARTS LAB

1010 1010A

Applied Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support skills and content aligned to Indiana Academic Standards or Content Connectors for English/Language Arts.. All students should be concurrently enrolled in an English course or have met the ELA requirements for the Certificate of Completion.

- Recommend Grade level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts an Elective for the Certificate of Completion

APPLIED TECHNICAL COMMUNICATIONS

1096 1096A

Applied Technical Communication, a course based on the Indiana Academic Standards or Content Connectors for English/Language Arts, is the application of the processes and conventions needed for effective technical writing-communication. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. TECHNICAL WRITING PROJECT: Students complete a project, such as a multi-media presentation, proposal, or portfolio that demonstrates knowledge, application, and writing progress.

- Recommended Grade Level: 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Employability Requirement or Capstone

Health and Wellness

APPLIED ADVANCED HEALTH EDUCATION

3500 3500A

Applied Advanced Health EDUCATION, an elective course that is aligned to Indiana's Academic Standards for Health & Wellness, provides knowledge and skills to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice applying 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 & Wellness provides students with opportunities to learn and apply personal health and wellness, physical activity, healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco, 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 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.

- Recommended Grade Level: 11, 12
- Applied Units: 2 units maximum
- Counts as a Health/Wellness requirement for the Certificate of Completion

APPLIED CURRENT HEALTH ISSUES

3508 3508A

Applied Current Health Issues, an elective course that can be aligned to Indiana's Academic Standards for Health & Wellness, focuses on specific health issues and/or emerging trends in health and wellness, but not limited to: personal health and wellness; non-communicable and communicable diseases; nutrition; mental and emotional health; tobacco-prevention; alcohol and other drug-prevention; human development and family health; health care and/or medical treatments; and national and/or international health issues. 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.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Elective or *Health & Wellness* requirement for the Certificate of Completion

APPLIED HEALTH & WELLNESS

3506 3506A

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

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Elective or Health & Wellness requirement for the Certificate of Completion

Mathematics

APPLIED ALGEBRA I

2520 2520A

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

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts as a Math Requirement for the Certificate of Completion

APPLIED ALGEBRA I LAB

2516 2516A

Applied Algebra I Lab is a mathematics support course. Algebra I Lab should be taken while students are concurrently enrolled in a math course or have met the math requirements for the certificate of completion. This course provides students with additional time to build the foundations necessary for high school math courses and work on specific, individualized math skills, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas align with the critical areas of Math: Number Sense, Computation, Data Analysis, Geometry, Measurement and Algebraic Thinking. Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts as a Mathematics Course or an Elective for the Certificate of Completion
- Applied Algebra I Lab is designed as a support course for Applied Algebra I. As such, a student taking Applied Algebra I Lab must also be enrolled in Algebra I or Applied Algebra I during the same academic year.

APPLIED GEOMETRY

2532 2532A

Applied Geometry formalizes and extends students' geometric experiences from the middle grades. These critical areas comprise the Geometry course: Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three- dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts as a Math Requirement for the Certificate of Completion

APPLIED MATHEMATICS LAB

2560 2560A

Applied Mathematics Lab provides students with individualized instruction designed to increase math related competencies and/or mathematics coursework aligned with Indiana's Academic Standards or Content Connectors for Mathematics.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts as an Elective for the Certificate of Completion

MULTIDISCIPLINARY

APPLIED BASIC SKILLS DEVELOPMENT

0500 0500A

Applied Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, (9) employability skills, which are essential for high school achievement and post-secondary outcomes. Determination of the skills to be emphasized in this course is based on Indiana's standards and Content Connectors, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations and may be applied using instructional practices related to community based instruction.

- Recommended Grade Level: 11, 12
- Applied Units: 8 units maximum
- Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion

APPLIED CAREER EXPLORATION INTERNSHIP

0530 0530A

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

- Recommended Grade Level: 11, 12
- Applied Units: 4 units maximum
- Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion

APPLIED CAREER INFORMATION AND EXPLORATION

0522 0522A

Applied Career Information and Exploration provides students with opportunities to learn about themselves including interests, strengths and needed supports while exploring various traditional and nontraditional occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as community based instruction, internships, mock interviews, and guest speakers. Portfolio and resume development experience and career-related assessments may also be provided to students.

- Recommended Grade Level: 9,10,11, 12
- Applied Units: 4 units maximum
- Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion

APPLIED COMMUNITY SERVICE

0524 0524A

Applied Community Service is a course created by public law IC 20-30-14, allowing juniors and seniors the opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that “relates to a course in which the student is enrolled or intends to enroll.”

- Recommended Grade Level: 11, 12
- Applied Units: 2 units maximum
- Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion

APPLIED ENVIRONMENTAL STUDIES

0512 0512A

Applied Environmental Studies provides students opportunities to utilize several disciplines in examining ecosystems from a variety of human viewpoints. This course fosters an awareness of aesthetics in urban and rural areas and the ecological, economic, social and political interdependence of environmental factors. It introduces students to the knowledge, attitudes, commitments, and skills needed to make decisions and to choose personal actions that will contribute to intelligent resource management. This course also provides students with the skills needed to investigate the ecological effects regarding the uses of: (1) energy, (2) water, (3) air, (4) soils, (5) minerals, (6) wildlife, and (7) other natural resources. Field trips and community investigations provide examples of practical applications of resource management. Topics include: (1) identifying and monitoring the disposal of hazardous wastes, (2) acid rain, (3) land- use practices ranging from wilderness areas to areas under multiple- use management, (4) water and solid waste treatment, (5) transportation systems, (6) human population demands on the land, and (7) the impact of these factors on the quality of life and the culture of the area.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Employability Requirement or Elective Certificate of Completion

Physical Education

APPLIED ELECTIVE PHYSICAL EDUCATION

3560 3560A

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

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 8 units maximum
- Counts as the Health & Wellness Requirement for the Certificate of Completion

APPLIED PHYSICAL EDUCATION I

3542 3542A

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

- Recommended Grade Level; 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as the Health & Wellness requirement for the Certificate of Completion

APPLIED PHYSICAL EDUCATION II

3544 3544A (local course code)

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

- Recommended Grade Level; 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as the Health & Wellness requirement for the Certificate of Completion

Science

APPLIED BIOLOGY I

3024 3024A

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

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts as a Science Requirement for the Certificate of Completion

APPLIED EARTH AND SPACE SCIENCE I

3044 3044A

Applied Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system 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. Instruction should focus on developing student understanding that scientific knowledge is gained from observation and experimentation by conducting investigations and evaluating and communicating the results of those investigations. Course may include a variety of learning experiences and tools support the process of investigation, data collection and analysis.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 4 units maximum
- Counts as an Elective or Science Requirement for the Certificate of Completion

APPLIED LIFE SCIENCE

3030 3030A

Applied Life Science is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles. Students explore the functions and processes of cells within all living organisms, general concepts of genetics, and the relationships of living organisms to each other and to the environment as a whole.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Elective or Science Requirement for the Certificate of Completion

APPLIED PHYSICAL SCIENCE

3102 3102A

Applied Physical Science is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related Earth and space science concepts and principles that are related to students' interests and that address everyday problems.

- Recommended Grade Level: 9, 10, 11, 12
- Applied Units: 2 units maximum
- Counts as an Elective or Science Requirement for the Certificate of Completion

Social Studies

APPLIED APPLIED ECONOMICS

1504 1504A

Applied Applied Economics investigates the specific economic effect of market forces in the economy on business and labor. Special attention is given to economic concepts and principles used by consumers, producers, and voters. Learning experiences, such as projects, field trips, and computer applications, are strongly encouraged as ways to demonstrate practical applications of economic concepts. This course may include design and implementation of school based businesses

- Recommended Grade Level: 11, 12
- Applied Units: 2 units maximum
- Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion

APPLIED CITIZENSHIP AND CIVICS

1508 1508A

Applied Citizenship and Civics is an overview of citizenship roles and responsibilities designed to help students become independent thinkers and conscientious citizens. This course deals with political trends and behavior which citizens consider to be relevant to the most pressing issues of the day. The course provides students experiences that will develop attitudes of citizenship within a democratic society. Topics include: (1) the policymaking process, (2) public participation and policymaking, (3) citizenship rights and responsibilities in a changing society, and (4) the relationship between modern society and government. Study of the local government should be a component of this course.

- Recommended Grade Level: 11, 12
- Applied Units: 2 units maximum
- Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion

APPLIED CURRENT PROBLEMS, ISSUES AND EVENTS

1512 1512A

Applied Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of problems or issues existing in the class, school, community, state, country or world. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful

patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have significance to the student and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- Recommended Grade Level: none
- Applied Units: 2 units maximum
- Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion

APPLIED ECONOMICS

1514 1514A

Applied Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course identifies economic 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. Students may be offered opportunities to better understand and apply course content through a variety of instructional strategies including project- and community-based instruction and real world experiences.

- Recommended Grade Level: none
- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

APPLIED GEOGRAPHY AND HISTORY OF THE WORLD

1570 1570A

Applied Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to apply their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety sources, organizing information by creating graphic representations, analyzing information to understand, determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. Students use the knowledge, tools, and skills obtained from this course in order to understand, analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

- Recommended Grade Level: none
- Applied Units: 4 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

APPLIED INDIANA STUDIES

1518 1518A

Applied Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. Examination of individual leaders (state or local) and their roles in a democratic society will be included. Student will

examine the participation of citizens in the political process to understand their role. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

- Recommended Grade Level: none
- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion
- Must be offered at least once per school year

APPLIED INTRODUCTION TO SOCIAL SCIENCE

1522 1522A

Applied Introduction to Social Science develops an understanding of the nature of the social sciences and presents reasons for studying them. The course involves consideration of the social sciences such as: (1) the study of humanity; (2) the reasons for separate fields or disciplines; (3) the objectives, materials, and methods of each discipline; and (4) the difficulties encountered by social scientists in applying scientific method to the study of human life. Content may include group and individual behavior, education, social systems, and the role of the social studies.

- Recommended Grade Level: none
- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

APPLIED MODERN WORLD CIVILIZATION

1528 1528A

Applied Modern World Civilization provides students a look at the twentieth and twenty-first century world. It is a study of different cultures as they exist in the world today, including comparative analysis of the various types of government, economic, and social systems. International relationships are examined partly from the viewpoint of national interests, including the successes and failures of diplomacy.

- Recommended Grade Level: none
- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

APPLIED STATE AND LOCAL GOVERNMENT

1536 1536A

Applied State and Local Government is the study of the function and organization of state, county, city, town, and township government units. This course also traces the role and influence of political and social institutions on a state's political development. The implications of this development for governmental units should be discussed relative to current political and governmental situations. Field trips, observations, and interviews with state and local leaders should be encouraged whenever possible and content may also focus on school or social communities.

- Recommended Grade Level: none
- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

APPLIED TOPICS IN HISTORY

1538 1538A

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

- Recommended Grade Level: none
- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

APPLIED TOPICS IN SOCIAL SCIENCE

1550 1550A

Applied Topics in Social Science provides students with an opportunity for in-depth study of a specific topic, theme, or concept in one of the social science disciplines such as anthropology, archaeology, economics, geography, political science, psychology, or sociology. It is also possible to focus the course on more than one discipline. Courses taught under this title should emphasize application of scientific methods of inquiry and help students develop effective research and thinking skills.

- Recommended Grade Level: none
- Applied Units: 2 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

APPLIED UNITED STATES HISTORY

1542 1542A

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

- Recommended Grade Level: none
- Applied Units: 4 units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

SPECIAL PROGRAMS / COURSES

PASS/FAIL POLICY

The pass/fail option is available to junior and senior students under the following conditions: (1) it is an elective course and does not offer weight points; (2) the cumulative grade point average is 4.0 or higher and a grade of "A" would lower it; (3) students are enrolled in seven (7) credit earning courses, one of which may be taken pass/fail. Requests for pass/fail enrollment should be made through the guidance department. Students will earn credit by taking a course pass/fail, however, the course does not compute as an attempted credit or in the student's grade point average. Also, please note that should the student drop below the required courses permitted for a pass /fail option, the pass/fail will be removed and the grade will be included in the student's grade point average. The student's transcript will reflect that the course was taken as pass/fail. A required course for the Academic Honors Diploma may not be taken pass/fail. **Students must declare pass/fail before the end of the first week of class and cannot change to a letter grade anytime during the course.**

AUDITING A CLASS

Students are allowed to retake a passed course. An improved grade in a retaken course would result in the transfer of credit to the new improved grade. The new improved grade will now be recalculated into the grade point average (GPA) and ranking. The original grade will be removed from the transcript.

SPECIAL EDUCATION

Special Education programs are in place to serve students with one or more of the following disabilities: Communication, Developmental, Emotional, Learning, Mild, Moderate, or Severe Mental Disabilities and Orthopedic Impairments. Speech and Hearing services are also available. Parent, teacher, or counselor may recommend testing. A school psychologist is responsible for the initial testing and evaluation to determine placement. Upon qualifying for the program, the student is placed in the appropriate educational setting.

FIATS/ LIFE SKILLS (Functional Independence and Transition Skills) Program

This program serves those students with the most significant cognitive, social and behavioral disabilities. The program emphasizes functional application and training in life skills and vocational preparation. The goal of this program is to introduce and guide students to reach their potential as they prepare for their post-secondary life. Students are taught in small groups or in one to one settings with the objective of meeting each student's individual goals informed by Indiana State Standards.

FAP (Functional Academic Program)

This program is an option for special education students who are not seeking an Indiana High School Diploma. FAP concentrates on practical work to meet competencies within the Life Skills curriculum which includes Daily Living Skills, Personal-Social Skills, and Occupational Skills. Students within the FAP program will have the opportunity to participate in a job internship program during their junior and senior years within the Hamilton Heights community.

VOCATIONAL SCHOOL

Grades 11-12 – 6 credit course

Prerequisites – Student must be progressing satisfactorily toward graduation and submit an application

The Career Centers provide vocational and technical training for students interested in preparing for a specific occupation. Students will apply in the spring of their sophomore or junior year. Every attempt will be made to place each applicant in both the vocational school and program of his/her choice. Students interested in applying for vocational school should see their counselor for additional information. *This course will qualify as elective and directed elective credit for all diplomas. Completion of a two-year program will meet the requirements for a Core 40 with Technical Honors Diploma if all other requirements are met for the diploma.*

EARLY GRADUATION

Students preparing to graduate in seven semesters and desiring to take Economics, Government or English 12 semester 2 outside of Hamilton Heights must take the course through an approved correspondence institution. English 12 semester 2 may be taken semester 2 junior year to meet the English 12 semester 2 requirement. English 12, semester 2 may also be taken through GradPoint, which is our online core course training program.

J. EVERETT LIGHT CAREER CENTER COURSES NORTH CENTRAL HIGH SCHOOL

Advanced Manufacturing Technology 2 years
Animation/Film Production 2 years – Jr/Sr
Automotive Collision Repair Technology .. 2 years – Jr/Sr
Auto Maintenance/Detailing 1 year – Jr/Sr
Automotive Service Technology..... 1 or 2 years – Jr/Sr
Cosmetology 2 years – Jr/Sr
(Students enrolled in the Cosmetology program will be required to attend vocational summer school for Cosmetology between their junior and senior year.
Purchase of a kit is required.)
Culinary Arts..... 1 or 2 years – Jr/Sr
Dental Assisting (Chair side/Lab)..... 1 or 2 years – Jr/Sr
Education Careers 1 or 2 years – Jr/Sr

EMR First Responder1 Semester – Jr/Sr
Emergency Medical Technician.....1 year – Sr
(or 17 by Nov. 1)
Graphic & Web Design1 or 2 years – Jr/Sr
Health Care Careers CNA Prep 1 year – Jr/Sr
Health Care Career Exploration 1 year – Jr/Sr
Law Enforcement..... 1 or 2 years – Jr/Sr
Media Arts Production 1 or 2 years – Jr/Sr
Medical Assisting.....1 year – Jr/Sr
Music/Sound Production 1 or 2 years – Jr/Sr
Veterinary Assisting 1 or 2 years – Jr/Sr
Welding 1 or 2 years – Jr/Sr
Work Based Learning 1 or 2 years – Jr/Sr

JOHN HINDS CAREER CENTER COURSES ELWOOD HIGH SCHOOL, ELWOOD

Auto Service Technology 2 years – Jr/Sr
Collision Repair Technology 2 years – Jr/Sr
Computer & Information Technology 2 years – Jr/Sr
Computer Integrated Manufacturing 2 years – Jr/Sr
Construction Trades Technology 2 years – Jr/Sr

Health Occupations I/II2 years – Jr/Sr
Metals Joining Technology2 years – Jr/Sr
Visual & Graphic Communications2 years – Jr/Sr
Welding.....2 years- Jr/Sr

Fees will be charged at John Hinds

SUMMER SCHOOL OFFERINGS (INDIANA ONLINE ACADEMY)

Algebra I (Recovery ONLY)
Algebra I ECA & ISTEP Prep
Algebra II
American Sign Language
Art History
Biology I
Chemistry I
Chinese I & II
College Entrance Prep
Computer Science
Digital Applications
Earth & Space Science
Economics
English 9 (Recovery ONLY)

English 10 (Recovery ONLY)
English 11 (Recovery ONLY)
English 12 (Early Gr. ONLY)
English Comp
Ethnic Studies
Geog. & History of the World
Geometry
Health & Fitness
Indiana Studies
Info Communications & Tech
Integ Chem & Physics (ICP)
Music Appreciation
Music Theory

Personal Financial Resp
Physical Education I & II
Physics
Pre-Calculus/Trigonometry
Preparing for College & Careers
Probability & Statistics
Psychology
*SAE
Sociology
Spanish I, II & III
**Summer Band
US Government
US History
World History

Advanced Placement Offerings:

AP Art History
AP Econ
AP Adv 2D Art

AP Biology
AP US Government
AP Adv 3D Art

AP Calculus AB
AP Calculus BC

AP Eng Lang & Comp
AP US History

AP Eng Lit & Comp
AP World History

*Summer SAE is not offered through Indiana Online Academy, but is a course taken at HHHS with the Agricultural Business Educator. Sign-ups for summer SAE are handled through the Agricultural Department with the information to be available at a later date.

**Summer Band is not offered through Indiana Online Academy, but is a course taken at HHHS with the band director. Sign-ups for summer band are handled through the band department with information to be available at a later date.

Approval for permission to take course(s) thru Indiana Online Academy (IOA) will be based upon condition that the student has taken and failed the course(s) at HHHS or a previous high school they attended (for the Recovery ONLY courses). All other courses can be taken to get ahead in credits or to make room for other courses in the student's schedule. **NO SCHEDULE CHANGES WILL BE MADE UNTIL FINAL (PASSING) GRADES ARE OBTAINED FROM IOA.**

Summer School courses are offered through Indiana Online Academy. Students may sign up through their guidance counselor throughout the second semester. Courses begin the second week of June. There was no cost to students taking the IOA online summer courses. The final exam for these courses is taken at HHHS in late July.

GLOSSARY OF COLLEGE TERMS

ADVANCE COLLEGE PROJECT (ACP)

A cooperative program between Indiana University or Ball State University and participating high school. It gives high school seniors a chance to take college courses in their own high schools. Students may receive college credit by concurrently enrolling in Indiana University, Bloomington or Ball State University. Tuition fees must be paid to receive college credit.

ADVANCED PLACEMENT (AP)

Granting of credit and/or assignment to an advanced course on the basis of evidence that the student has mastered the equivalent of an introductory college course.

ADVANCED PLACEMENT PROGRAM (AP)

The opportunity for students to pursue college-level studies while still in secondary school. Students may earn credit, advanced placement, or both, for college.

ACT ASSESSMENT (ACT)

Tests which measure educational development in English, Mathematics, Social Studies, and Natural Science. Administered by the American College Testing Program and required or recommended by many colleges as part of the admissions process. Given at specific test centers throughout the year.

ADMISSIONS

Office that recruits students, reviews applications and determines the admissibility of potential student.

BURSAR

The bursar bills and collects tuition and other fees from students.

CAREER-ORIENTED PROGRAM

A group of courses which prepares students primarily for employment, often in a specific occupation. Such a program, which can last a few months or more than two years, may lead to a certificate, diploma, or associate degree.

COLLEGE TRANSFER COURSES

Courses intended for transfer of college credit to bachelor's degree programs to a college other than where the credit was earned.

COLLEGE WORK-STUDY PROGRAM

A government-supported financial aid program coordinated through Financial Aid offices. This allows an eligible student (based on need) to work part-time while attending class at least half-time, generally in college related jobs.

COOPERATIVE WORK-STUDY EDUCATION

A program in which the student alternates between full-time college study and full-time employment related to the area of study. Under this plan, the bachelor's degree often requires five years to complete.

CREDIT BY EXAMINATION

A program through which some colleges grant course credit based on results of ACT scores or SAT Achievement scores, The Act Proficiency Examination Program (PEP), the CEEB College-Level Examination Program (CLEP), the New York College Proficiency Examination Program, or another examination developed by the college.

DEFERRED ADMISSION

The practice of some colleges of allowing an accepted student to postpone enrollment for one year.

DUAL CREDIT

Students completing a single course to earn academic credits that are recognized by two or more institutions. **(At HHHS, we offer dual credit courses from Ivy Tech, Indiana University and 4524ennes University)**

EARLY ADMISSIONS

Admitting students of superior ability into college courses and programs before they have completed the standard high school program.

EFC (EXPECTED FAMILY CONTRIBUTION)

The amount a student and the student's family are expected to pay toward the cost of college attendance. To determine the EFC, a federal contractor uses information supplied on the FAFSA and applies a federally mandated formula to calculate how much each family can contribute toward education expenses.

FAMILY FINANCIAL STATEMENT (FFS)

A form used by the American College Testing Program to collect information about the student's total family income, assets, and expenses. The ACT Program analyzes this information to assess the family's potential contribution toward college expenses.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

A form used by the federal government, most state and private aid programs to determine eligibility for financial aid. Filing of this form is required to be eligible to receive any financial aid.

FWS

The Federal Work-Study program helps pay a portion of a students' wages as part of the student's financial-aid award.

FINANCIAL NEED

This is the difference between the cost of attendance at a college or university and the Expected Family Contribution.

GED

The General Educational Development diploma granted to students who pass a high-school equivalency test.

GRADE POINT AVERAGE (GPA)

An indicator of the student's overall scholastic performance. The GPA is computed by totaling the number of grade points earned in each course and then dividing the sum by the total number of credits attempted.

HONORS PROGRAM

Any program offering the opportunity for superior students to enrich their education experience through independent, advanced, or accelerated study.

INDEPENDENT STUDY

An arrangement which allows the student to earn college credit through individual study, usually planned with and supervised by a faculty advisor.

MAJOR

The subject of study in which the student chooses to specialize, a series of related courses, taken primarily in the junior and senior years.

OPEN ADMISSION

The policy of some colleges of admitting virtually all high school graduates, regardless of academic qualifications, such as high school grades and admissions test scores.

PROFILE

Required by some colleges in addition to the FAFSA to determine eligibility for financial aid. The CSS analyzes this information to assess the family's potential contribution toward college expenses.

PELL GRANT

Financial assistance, awarded by the federal government on the basis of need, designed to provide the "floor" of an aid package for post-secondary education. The grant may be used toward tuition, room and board, books, or other educational costs, and requires no repayment.

PERKINS LOANS

A federal financial-aid program providing low-interest loans for students demonstrating exceptional financial need.

PLUS LOANS

Federal loans that allow parents to borrow to help fund their children's undergraduate education.

REGISTRAR

Official keeper of a student's records, including classes taken, grades received and degrees awarded.

REGISTRATION

Signing up for classes.

RESERVE OFFICERS TRAINING CORPS (ROTC)

Air Force, Army, and Navy programs on certain campuses which combine military education with baccalaureate degree study, often with financial support for those students who commit themselves to future service in the Armed Forces.

ROLLING ADMISSION

The practice of some colleges of processing an application for admission as soon as all required forms and credentials are received.

SAR

Student Aid Report summarizes information included on the FAFSA and reports the Expected Family Contribution and eligibility for Pell Grants.

SCHOLASTIC ASSESSMENT TEST (SAT)

Test of verbal and mathematical abilities given by the College Entrance Examination Board (CEEB) at specified test centers throughout the year. Required or recommended by many colleges as part of the admission process, sometimes in combination with one or more of CEEB's achievement tests in fourteen subject areas.

STAFFORD LOANS

Federal student loans that offer low interest rates, generous deferment options and flexible repayment plans.

SSACI GRANT

A grant awarded to Indiana students who qualify for state student assistance and who prepare well for college. (See requirements on page 6)

TRANSCRIPT

Official record of high school or college courses and grades, generally required as part of the college application. A high school transcript would include PSAT, SAT, and ACT scores.