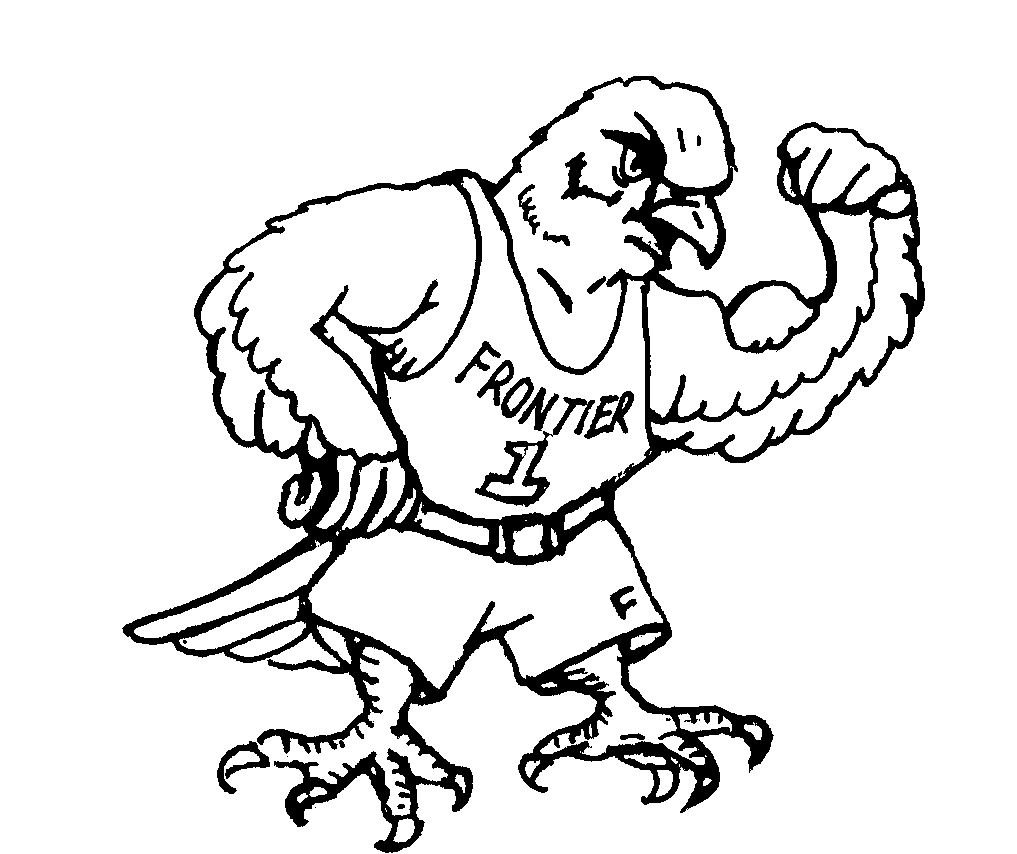
COURSE DESCRIPTION

**HANDBOOK**

**2020-2021**

**FRONTIER**

**HIGH SCHOOL**

**FRONTIER JR.-SR. HIGH SCHOOL**

**MISSION STATEMENT**

The primary mission of Frontier Jr-Sr High School is to challenge and enable students to think logically, act responsibly, recognize their own self-worth and become contributing, committed members of the global community.

## INTRODUCTION

One of the most important decisions that a person makes during his/her lifetime is the decision that he/she makes in selecting and formulating educational and vocational goals. This decision affects family, friends, hobbies, general satisfaction, mental well-being, and total life style; therefore, educational planning becomes a vital part of a student’s high school experience.

It is the purpose of this guide to assist students in selecting the required courses for graduating from high school and for preparing themselves wisely for advancement toward their educational and vocational goals. Students receive considerable attention from the school counselor with whom they have numerous meetings, both in individual conferences and in group sessions to help them with their goal identifications and course selections. Teachers and people earning their living in other fields of interest provide additional information and advice about the world of work and the choices that students may consider.

**COURSE SELECTION**

Students make preliminary choices about their courses for the following year in individual or small group sessions with the guidance counselor. It is extremely important that students choose wisely, for the master schedule is generated from these course selections. Each student will complete a pre-registration form and create and/or revisit their individual four year plan. Four year plan guides are provided to assist students and parents in keeping track of requirements, credits, and career plans.

The final responsibility for course selection, however, rests entirely on the student (with his/her parent’s consent). The student selects elective courses and should keep count of credits toward graduation. After the courses have been selected, the official registration form must be approved by the student’s parents.

**SCHEDULE CHANGES**

Students are discouraged from making changes to their schedules after they have submitted their

Pre-registration form. If changes are necessary, students may make changes one week after the end

of the current school year or one week prior to the first day of the following school year. Changes due to academic reasons will be made through the Guidance Department within the first three days of the new school year.

Students may drop a course only with the permission from the principal but, will receive an F for that course on his/her permanent transcript. The student is still responsible for any textbook rental fees for that course.

**2020-2021**

**Table of Contents**

Introduction 2

Table of Contents 3

Graduation Credit Requirements

* 1. Diploma –vs- Certificate Considerations 4
  2. Academic Changes for Class of 2016 & beyond, 4-year Plans 5
  3. IN Core 40/Academic Honors/Technical Honors Requirements (2016 & beyond) 6
  4. IN General Diploma Requirements (2016 & beyond) 7
  5. New Graduation Pathways……………………………………………………………………………….………………………………….8-9
  6. Core 40 with Academic Honors Sample Four-Year Plan (2016 & beyond)………………………………....10
  7. Core 40 with Academic Honors Sample Four-Year Plan (2016 & beyond) 11
  8. Core 40 12
  9. General Dilploma 13
  10. Credit Check Sheet………………………………………………………………………………………………………………………………..14

Grading Policies 15-16

Resources 17-19

Indiana College/University Websites……………………………………………………………………………………………………………………….20

Agriculture Education 21-29

Business Marketing and Information Technology 30-33

English 34-37

Family and Consumer Sciences…………………………………………………………………………………………………………………………….38-45

Fine Arts/Visual Arts 46-49

Foreign Language 50-52

Mathematics 53-57

Physical Education and Health 58-59

Science 60-62

Social Studies 63-65

Technology Education 66-69

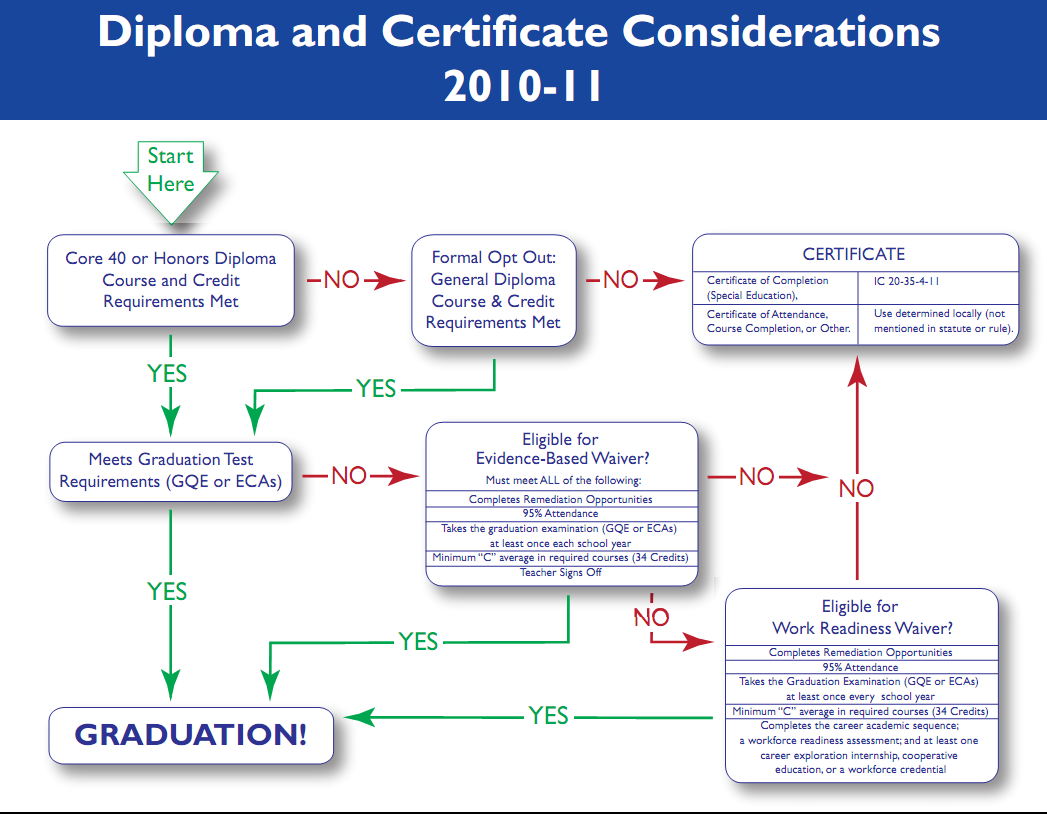
Special Education Program/ Quantitative Reasoning Courses 70

Career & Technical Education 71-76

Articulated/Dual Credits/Double Up Courses………………………………………………………………………………………………….77-78

DOE Approved Pathways……………………………………………………………………………………………………………………………………….79-80

**\*Denotes The Department of Education (DOE) Course Description number associated with each class.**



Graduating Class Of 2020-2021-2022 ONLY

**TYPES OF DIPLOMAS **

## Core 40 with Academic Honors Diploma: The state’s most distinguished high school diploma.

Core 40 with Technical Honors Diploma: Core 40 requirements with addition hours in a career technical area and a strict mimimum grade and g.p.a. requirement noted in the Academic Honors Diploma.

**Core 40 Diploma:**The recommended set of courses to prepare for college, training, and careers.

**General High School Diploma:** A General High school diploma may only be given once a formal opt-out process has been completed.

**OPT-OUT Process for Indiana’s New Graduation Requirements  
Indiana Code 20-32-4-7, 8, 9, 10**

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

1. The student, the student’s parent/guardian, and the student’s counselor meet to discuss the student’s progress.
2. The student’s career and course plan is reviewed.
3. 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 college and career pathway the student will pursue must be determined.

**END OF COURSE ASSESSMENTS**

All Core 40 Academic Honors, Core 40 Technical Honors, Core 40 and general diploma students are required to pass an End of Course Assessment test (ECA) in Algebra I and English 10. Students must also complete an End of Course Assessment in Biology I. The ECA is given to students upon completion of Algebra I, English 10, and Biology I. Therefore it is possible for a student to take the ECA in Algebra I and Biology I his/her freshman year and the English 10 his/her sophomore year.

If a student does not pass one or more of the End of Course Assessments, he/she will be given the opportunity to retake that particular exam(s) up to two times the following school years until successful completion. Students who do not pass the Algebra I or English 10 exams are required to attend remediation until the next testing date and score are received.

Student’s who have an IEP or 504 Plan will be given accommodations on their ECA’s as they are written for ISTEP or other standardize test.

ACADEMIC CHANGES FOR THE CLASS OF 2016 & BEYOND

**Mathematics Requirements**

The State Board set the expectation that all students earning a Core 40 Diploma, Core 40 with Academic Honors, or Core 40 with Technical Honors must earn six (6) credits in Mathematics in Grades 9-12.

**Quantitative Reasoning Courses**

The State Board created a new category of courses called “Quantitative Reasoning” courses. These are existing courses that help advance a student’s ability to apply mathematics in real-world situations and contexts. General diploma students will be required to earn two (2) credits in a Mathematics course **or** a Quantitative Reasoning course during their junior or senior year. Core 40, Academic Honors, and Technical Honors students will be required to be enrolled in a Mathematics course **or** a Quantitative Reasoning course each year they are in high school, see page 58 for details.

**Core 40 with Academic Honors Diploma**

If a student chooses to use the SAT option to fulfill the Academic Honors requirements, the score must include the written section of the test. A student must achieve a composite score of 1750 and no less the 530 on each section. If a student chooses to use the ACT option to fulfill the Academic Honors requirements, the student must complete the written portion of the ACT and have a composite score of at least 26 or higher. For further information, please refer to the state requirements on the following page.

**Core 40 with Technical Honors Diploma**

To be eligible for a Technical Honors diploma, a student must earn six (6) credits in a college and career pathway. The additional requirements now mirror the Academic Honors requirements but include options for fulfilling the Technical Honors diploma. Please refer to the following page for state approved requirements.

FOUR-YEAR PLANS

The four-year plan is a student’s foundation for connecting her/his career and post-high school goals with the courses that he/she will need to take to meet these goals. Information is provided in this handbook to help the student make the most effective decisions for the four-year plan, as well as, next year course requests. Sample four-year plans for the four different diplomas are provided for students to help guide the development of their own four-year plans. Sample four-year plans based on the Indiana Department of Education’s College and Career Pathways are also provided to help students identify courses that they may need for their post-high school goals.

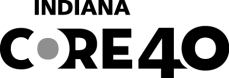
The next four pages cover the following diploma types:

Core 40 with Academic Honors (2016 & beyond) …………………………………………… 6

Core 40 with Technical Honors (2016 & beyond)……………………………………………..6

Core 40 (2016 & beyond)……………………………………………………………………………………….6

General Diploma (2016 & beyond)………………………………………………………………………..7



**with ACADEMIC HONORS**

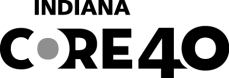
### Class of 2021 AND BEYOND

**

|  |  |
| --- | --- |
| **Course and Credit Requirements** | |
| **English/ Language Arts** | **8 credits** |
| 2 credits: English 9  2 credits: English 10  2 credits: English 11  2 credits: English 12 |
| **Mathematics** | **6 credits (in grades 9-12)** |
| 2 credits: Algebra I  2 credits: Geometry  2 credits: Algebra II  All students in the Class of 2016 and beyond are required to take a Math –OR– Quantitative Reasoning \*(QR) course each year in high school. *QR course does not count as a math credit.* |
| **Science** | **6 credits** |
| 2 credits: Biology I  2 credits: Biology II, Chemistry 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 and Civilization or   Geography and History of the World |
| **Directed Electives** | **6 credits** |
| World Languages (Some colleges require 2 years.)  Fine Arts  Career/Technical Education |
| **Physical Education** | **2 credits** |
| **Health and Wellness** | **1 credit or 3 specific FACS Courses** |
| **Electives** | **5 or more credits**  (College and Career Pathway Recommended)\*\* |
| **40 Total Credits Required** | |

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

* Complete all requirements for Core 40
* Earn 2 additional credits in a Math or QR course in addition to the 6 required Math credits.
* Earn 6-8 Core 40 World Language credits (Three years of one language or two years each of two languages).
* Earn 2 Core 40 Fine Arts credits (Art, Band or Chorus).
* Earn semester grades of “C” or above in all courses that will count toward the diploma with
* Have a grade point average of a “B” or better.
* Complete one of the following:
  + Two AP courses (4 credits) and corresponding AP exams
  + Dual high school/college courses from an accredited postsecondary institution, resulting   
    in 6 transferable college credits
  + Combination of one AP course (2 credits) and corresponding AP exam **and** dual high school/college credit course(s) resulting in 3 transferable college credits
  + Score 1750 or higher combined SAT critical reading + math + writing and no less than 530 on each section, or score a 26 or higher composite ACT Plus Writing



**with TECHNICAL HONORS**

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

* Complete all requirements for Core 40
* Earn 2 additional credits in a Math or QR course in addition to the 6 required Math credits.
* Earn semester grades of “C” or above in courses that will count toward the diploma
* Have a grade point average of a “B” or better.
* Earn 6 credits in a College & Career Pathway and one of the following:

1. Pathway designated industry-based certification or credential, or
2. Pathway dual credits from the lists of priority courses resulting in 6 transferable college credits.

* Complete any one of the following:

A. Any one of the options (A-D) of the Core 40 with Academic Honors diploma (see above)

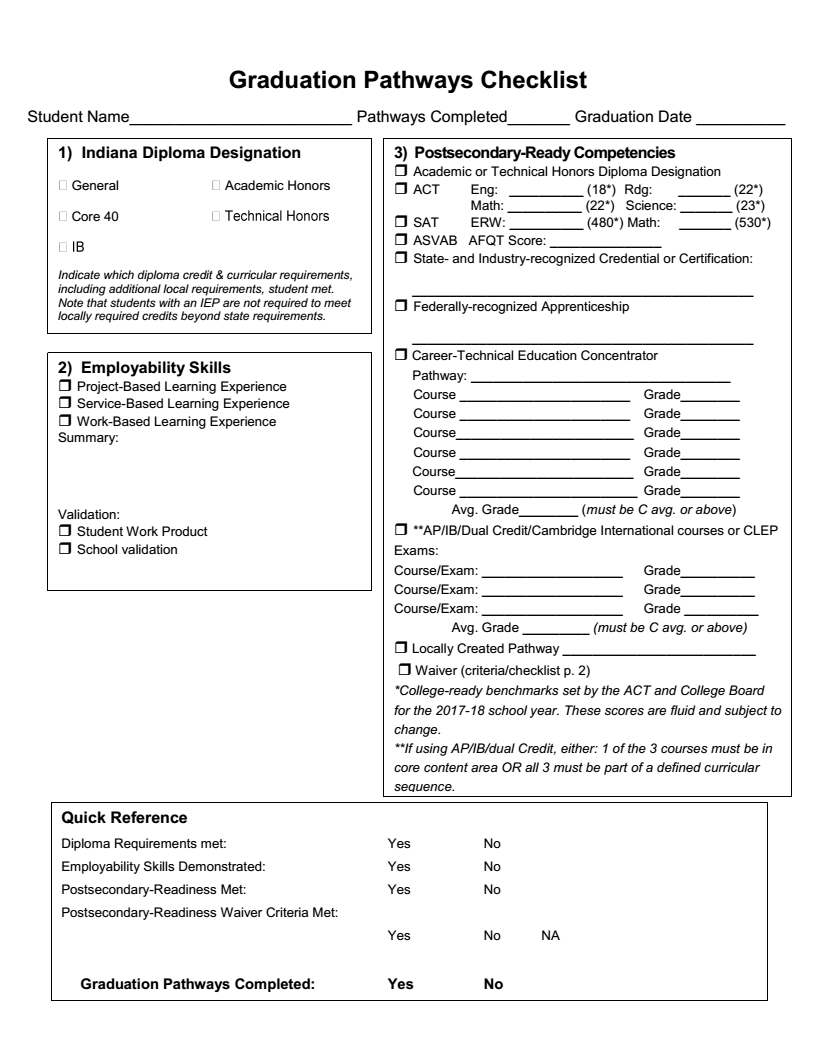
B. Earn the following minimum scores on WorkKeys: Reading for Info: 6; Math: 6; Locating Info: 5

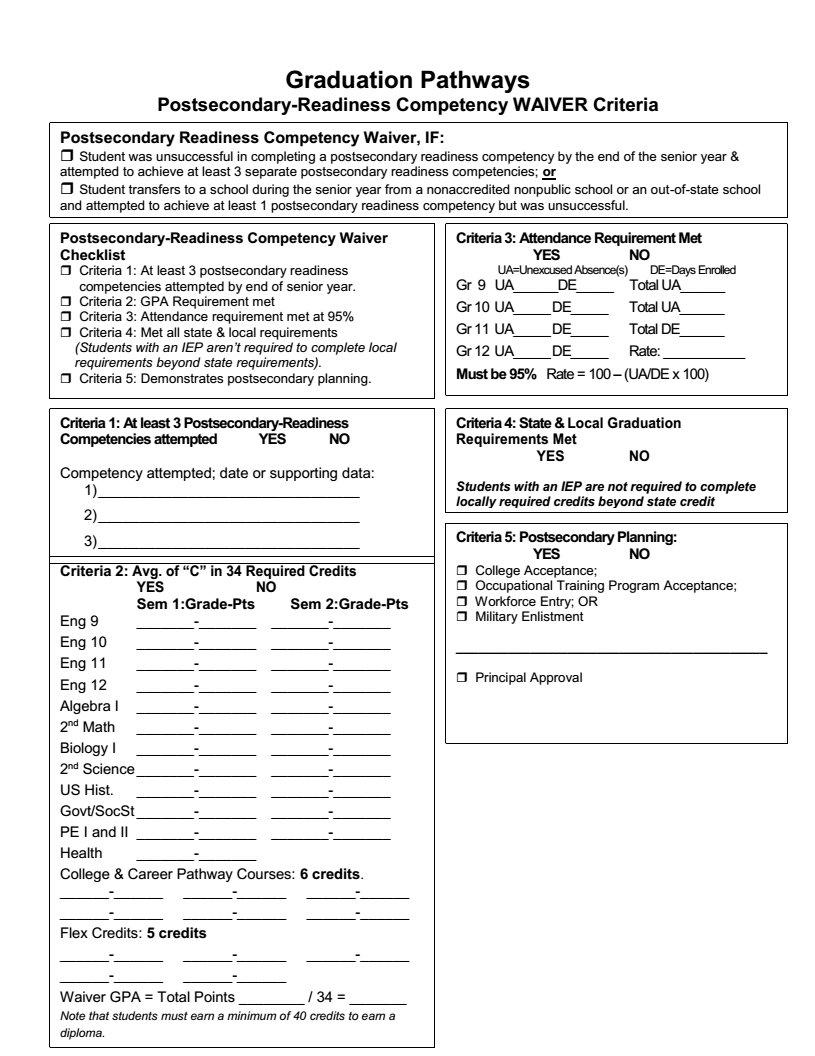
C. Earn the following minimum scores on Accuplacer: Writing 80, Reading 90, Math 75.

D. Earn the following minimum scores on Compass: Algebra 66, Writing 70, Reading 80.

\*\* All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career exploration and preparation opportunities.

|  |  |
| --- | --- |
| **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. The classes of 2020-2022 must pass Indiana ISTEP assessment in Algebra I and English 10. Beginning with the class of 2023, the Graduation Pathway Checklist will be the new requirement checklist.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 meet to discuss the student’s progress. * The student’s career and course plan is reviewed. * The student’s parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum. * If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined. | |
| **Course and Credit Requirements for General High School Diploma** | |
| **English/Language Arts** | **8 credits** |
| 2 credits: English 9  2 credits: English 10  2 credits: English 11  2 credits: English 12 |
| **Mathematics** | **6 credits** |
| 2 credits: Algebra I  2 credits: Any Math Course  2 credits in a Math **–OR–** Quantitative Reasoning\* (QR) course during grade 11 or 12. See page 80 for QR courses. |
| **Science** | **4 credits** |
| 2 credits: Biology I  2 credits: Any Science Course |
| **Social Studies** | **4 credits** |
| 2 credits: U.S. History  1 credit: U.S. Government  1 credit: Any Social Studies Course |
| Career Exploration | **1 credit** Preparing for College and Careers |
| **Physical Education** | **2 credits** |
| **Health and Wellness** | **1 credit** (may substitute 3 specific FACS courses for Health & Wellness waiver - see page 45) |
| **College and Career Pathways** | **6 credits** |
| Flex Credit | **5 credits** |
| To earn 5 Flex Credits a student must complete one of the following:   * Additional courses to extend the college and career pathways * Advanced career-technical education, dual credit/double up * Additional courses in academic subjects, in world languages, or fine arts. |
| **Electives** | **3 credits** |
|  | 40 Total Credits Required for FHS General Diploma |





**Core 40 with Academic Honors**

**SAMPLE OF GRADUATION REQUIREMENTS**

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

* + Complete all requirements for Core 40
  + Earn 2 additional credits in a Math or QR course in addition to the 6 required Math credits.
  + Earn 6-8 Core 40 World Language credits (Three years of one language or two years each of two languages).
  + Earn 2 Core 40 Fine Arts credits (Art, Band or Chorus).
  + Earn semester grades of “C” or above in all courses that will count toward the diploma with
  + Have a grade point average of a “B” or better.

**Complete any one of the following:**

1. Two AP courses (4 credits) and corresponding AP exams
2. Dual high school/college courses from an accredited postsecondary institution, resulting   
   in 6 transferable college credits
3. Combination of one AP course (2 credits) and corresponding AP exam **and** dual high school/college credit course(s) resulting in 3 transferable college credits
4. Score 1750 or higher combined SAT critical reading + math + writing and no less than 530 on each section, or score a 26 or higher composite ACT Plus Writing

### THIS SAMPLE PLAN MEETS CORE 40 REQUIREMENTS

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GRADE 12** | ENGLISH 12,  OR  AP ENGLISH | PRE-CALC AND/OR  AP CALCULUS  **OR**  Quantitative Reasoning Course | PHYSICS, CHEM II, or  BIO II | ELECTIVE  OR  SPANISH IV  (OPTIONAL) | US GOV’T  &  ECONOMICS | ELECTIVE | ELECTIVE | |
| **GRADE 11** | ENGLISH 11 | ALGEBRA II | CHEMISTRY II, or  BIOLOGY II, | SPANISH III  (OR SPANISH IV OPTIONAL) | US HISTORY | SPEECH (RECOMMENDED) | ELECTIVE | |
| **GRADE 10** | ENGLISH 10 | GEOMETRY | CHEMISTRY I | SPANISH II OR  SPANISH III | WORLD HIST/ CIVILIZATION  OR  GEOGRAPHY/ HISTORY OF THE WORLD | Personal Financial Responsibility | ELECTIVE | |
| **GRADE 9** | ENGLISH 9 | ALGEBRA I | BIOLOGY I | SPANISH I  OR  SPANISH II (IF SPANISH TAKEN 7TH & 8TH GRADE YEARS) | 9TH PE (REQ) | PREPARING FOR COLLEGE AND CAREERS (REQ)  -------------  HEALTH & WELLNESS1 | ELECTIVE |

\*2 credits in Alg I, 2 credits in Geometry, & 2 credits in Alg II are required for this type of diploma.

\*2 credits in Bio I and 2 credits in either Chem I or Physics are required for this type of diploma.

1 Students may also meet the one semester Health & Wellness requirement by replacing Health & Wellness Course with FACS waiver courses see page 35 (taken during freshmen through senior years).

CORE 40 WITH TECHNICAL HONORS

**SAMPLE OF GRADUATION REQUIREMENTS**

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

* Complete all requirements for Core 40
* Earn 2 additional credits in a Math or QR course in addition to the 6 required Math credits.
* Earn semester grades of “C” or above in courses that will count toward the diploma
* Have a grade point average of a “B” or better.
* Earn 6 credits in a College & Career Pathway and one of the following:

1. Pathway designated industry-based certification or credential, or
2. Pathway dual credits from the lists of priority courses resulting in 6 transferable college credits.

**Complete any one of the following:**

1. Any one of the options (A-D) of the Core 40 with Academic Honors diploma (see above)
2. Earn the following minimum scores on WorkKeys: Reading for Info: 6; Math: 6; Locating Info: 5
3. Earn the following minimum scores on Accuplacer: Writing 80, Reading 90, Math 75.
4. Earn the following minimum scores on Compass: Algebra 66, Writing 70, Reading 80.

### THIS SAMPLE PLAN MEETS CORE 40 REQUIREMENTS

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **GRADE 12** | ENGLISH 12  OR  AP ENGLISH | PRE-CALC AND/OR  AP CALCULUS  **OR**  Quantitative Reasoning Course | ELECTIVE  OR  Physics  (RECOMMENDED BUT NOT REQUIRED) | ELECTIVE  OR  SPANISH IV  (OPTIONAL) | US GOV’T  &  ECONOMICS | ELECTIVE | COLLEGE & CAREER PATHWAY  ELECTIVE |
| **GRADE 11** | ENGLISH 11 | ALGEBRA II | BIOLOGY II  OR  CHEMISTRY II | SPANISH III  OR  SPANISH IV (OPTIONAL) | US HISTORY | SPEECH  (RECOMMENDED) | COLLEGE & CAREER PATHWAY  ELECTIVE |
| **GRADE 10** | ENGLISH 10 | GEOMETRY | CHEM I | SPANISH II OR  SPANISH III | WORLD HIST/ CIVILIZATION  OR  GEOGRAPHY/ HISTORY OF THE WORLD | Personal  Financial Responsibility | COLLEGE & CAREER PATHWAY  ELECTIVE |
| **GRADE 9** | ENGLISH 9 | ALGEBRA I | BIOLOGY I | SPANISH I  OR  SPANISH II (IF SPANISH TAKEN 7TH & 8TH GRADE YEARS) | 9TH PE (REQ) | PREPARING FOR COLLEGE AND CAREERS (REQ)  ---------------  HEALTH & WELLNESS1 | COLLEGE & CAREER PATHWAY  ELECTIVE |

\*2 credits in Alg I, 2 credits in Geometry, & 2 credits in Alg II are required for this type of diploma.

\*2 credits in Bio I and 2 credits in either Chem I or Physics are required for this type of diploma.

### \*The 6 elective hours must be in career technical area.

1 Students may also meet the one semester Health & Wellness requirement by replacing Health & Wellness Course with FACS waiver courses see page 35 (taken during freshmen through senior years).

**CORE 40**

**SAMPLE OF GRADUATION REQUIREMENTS**

###### CORE 40 DIPLOMA

Indiana Core 40 is the high school curriculum that will open many doors for high school graduates. Whether they go directly into the work force or pursue post-secondary education, students who complete Core 40 will have given themselves many options (students may need additional requirements – i.e. foreign language – to be accepted in some colleges). Not only will they have met the course requirements for regular admission at Indiana’s public four-year universities, but they will also have obtained both the skills and knowledge as well as demonstrated the discipline that Indiana employers expect from entry-level workers. In addition, the state of Indiana is now tying some financial assistance to students with demonstrated need who have completed Core 40. Frontier High School strongly encourages all students to complete Core 40.

### THIS SAMPLE PLAN MEETS CORE 40 REQUIREMENTS

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **GRADE 12** | ENGLISH 12  OR  AP ENGLISH | PRE-CALCULUS  OR  Quantitative Reasoning Course | PHYSICS,  CHEM II,  BIO II  (RECOMMENDED BUT NOT REQUIRED) OR  ELECTIVE | ELECTIVE | US GOV’T  &  ECONOMICS | ELECTIVE | ELECTIVE |
| **GRADE 11** | ENGLISH 11 | ALGEBRA II | BIOLOGY II  OR  CHEMISTRY I | ELECTIVE | US HIST | SPEECH  (RECOMMENDED) | ELECTIVE |
| **GRADE 10** | ENGLISH 10 | GEOMETRY | BIOLOGY I | SPANISH II  (RECOMMENDED BUT NOT REQUIRED) | WORLD HIST/ CIVILIZATION  OR  GEOGRAPHY/ HISTORY OF THE WORLD | Personal  Financial Responsibility | ELECTIVE |
| **GRADE 9** | ENGLISH 9 | ALGEBRA I | ICP | SPANISH I  (RECOMMENDED BUT NOT REQUIRED) | 9TH PE (REQ) | PREPARING FOR COLLEGE AND CAREERS (REQ)  --------------  HEALTH & WELLNESS1 | ELECTIVE |

\*2 credits in Alg I, 2 credits in Geometry, & 2 credits in Alg II are required for this type of diploma.

\*2 credits in Bio I and 2 credits in either Chem I or Physics are required for this type of diploma.

1 Students may also meet the one semester Health & Wellness requirement by replacing Health & Wellness Course with FACS waiver courses see page 35 (taken during freshmen through senior years).

**GENERAL DIPLOMA**

**SAMPLE OF GRADUATION REQUIREMENTS**

The completion of a 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 a Core 40, the following OPT-OUT process must be completed.

* The student, the student’s parent/guardian, and counselor meet to discuss student’s progress
* The student’s career and course plan in 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 the 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.

## SAMPLE FOUR-YEAR PLAN – GENERAL HIGH SCHOOL DIPLOMA

*This plan meets minimum requirements for general diploma and graduation from Frontier High School.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **GRADE 12** | ENGLISH 12 | QUANTITATIVE REASONING COURSE, ELECTIVE OR  ANY MATH COURSE IN SEQUENCE | ELECTIVE  OR  ANY SCIENCE COURSE | ELECTIVE | US GOV’T | ELECTIVE | ELECTIVE |
| **GRADE 11** | ENGLISH 11 | QUANTITATIVE REASONING COURSE, ELECTIVE OR  ANY MATH COURSE IN SEQUENCE | ELECTIVE  OR  ANY SCIENCE  COURSE | ELECTIVE | US HISTORY | SPEECH | ELECTIVE |
| **GRADE 10** | ENGLISH 10 | ALGEBRA II  OR  GEOMETRY | BIOLOGY I | ELECTIVE | ONE SS ELECTIVE (REQ)  WORLD HIST, GEOGRAPHY,  OR  CURRENT EVENTS | Personal  Financial Responsibility | ELECTIVE |
| **GRADE 9** | ENGLISH 9 | ALGEBRA I | ICP | SPANISH I  (RECOMMENDED BUT NOT REQUIRED) | 9TH PE (REQ) | PREPARING FOR COLLEGE AND CAREERS (REQ)  -------------  HEALTH & WELLNESS1 | ELECTIVE |

###### \*2 credits in Algebra I and Biology I are required for this type of diploma.

1 Students may also meet the one semester Health & Wellness requirement by replacing Health & Wellness Course with FACS waiver courses (taken during freshmen through senior years).

Core 40 Academic Honors

Core 40 Diploma

General Diploma

Diploma (College) (47 cr.)

(College) (40 cr.)

(Non-College) (40 cr.)

9

9

9

10

10

10

11

11

11

12

12

12

Algebra I – H

Algebra I

Algebra I

Geometry H

Geometry

Geometry OR Algebra II

Algebra II – H

Algebra II

Pre-Calculus

Math/QR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**QR/Math\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**QR\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Biology I

ICP or Chem I

ICP

Chem I

Biology I

Biology I

Science\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Science\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Wrld Hist/Civil or Geography

Wrld Hist/Civil or Geography

U.S. History

U.S. History

U.S. History

Government

U.S. Government

U.S. Government

SS Elective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Economics

Economics

**Physical Education (2 cr.)**

**Physical Education (2 cr.)**

**Physical Education (2 cr.)**

**Health (1 cr.)**

**Health (1 cr.)**

**Health (1 cr.)**

Fine Arts

PCC

PCC

Spanish I

Spanish II

Spanish III

PCC

**with Technical Honors Diploma**

**with Technical Honors Diploma**

**Flex Credits (5 cr.)**

**CREDIT CHECK SHEET - Class of 2016 & beyond**

Credit

Credit

Credit

Credit

Credit

Credit

**English (8 cr.)**

**English (8 cr.)**

**English (8 cr.)**

**Math (6 cr.)**

**Math (6 cr.)**

**Math (4 cr.)**

**Science (6 cr.)**

**Science (6 cr.)**

**Science (4 cr.)**

**Social Studies (6 cr.)**

**Social Studies (6 cr.)**

**Social Studies (4 cr.)**

**Elective Credits (6 cr.)**

**Additional 6 credits for Core 40 AH**

**Additional 6 credits for Core 40**

**Directed Electives (8 cr.)**

**Directive Electives ( 5 cr.)**

**College & Career Pathways (6 cr.)**

**Elective Credits (9 cr.)**

**Elective Credits (6 cr.)**

**GRADING POLICIES**

Nine-Week’s Grades

Grades are issued at the end of each nine-week period.

Semester Grades

Semester grades are the averages of 1st and 2nd 9-week grades and the 3rd and 4th 9-week grades for each course. Only semester grades are posted to permanent records and used to determine the cumulative grade point average (GPA) and class rank.

Grading Scales

Grades are determined using the following scale:

A+ = 100% B+ = 87% - 89% C+ = 77% - 79% D+ = 67% - 69% F = 59%

A = 93% - 99% B = 83% - 86% C = 73% - 76% D = 63% - 66% and below  
A- = 90% - 92% B- = 80% - 82% C- = 70% - 72% D- = 60% - 62%

For the purpose of calculating the GPA, semester letter grades are converted to points on a 4.0 scale. The point values assigned to each letter grade are as follows:

A+ = 4.00 B+ = 3.33 C+ = 2.33 D+ = 1.33 F = 0.00

A = 4.00 B = 3.00 C = 2.00 D = 1.00

1. = 3.67 B- = 2.67 C- = 1.67 D- = .67

The GPA is calculated by dividing a student’s total number of points by the number of credits that student has attempted.

Honor Roll

All subjects are used in determining the three Honor Roll categories:

* “A” Honor Roll: A’s in all subjects
* “A-B” Honor Roll: A’s and B’s in all subjects
* “B” Honor Roll: B’s in all subjects

Weighted Courses and Grading Scale

The following courses are “weighted” because of difficulty:

* ACP Chemistry
* Physics
* ACP English
* AP Calculus
* Bio II
* ACP Speech (Advanced)

Only grades of B- or better will be awarded the additional weight.

|  |  |  |
| --- | --- | --- |
| *Grade* | *Regular Points* | *Points with Weight* |
| A+/A | 4.0 | 5.0 |
| A- | 3.67 | 4.67 |
| B+ | 3.33 | 4.33 |
| B | 3.00 | 4.00 |
| B- | 2.67 | 3.67 |
| C+ | 2.33 | 2.33 |
| C | 2.00 | 2.00 |
| C- | 1.67 | 1.67 |
| D+ | 1.33 | 1.33 |
| D | 1.00 | 1.00 |
| D- | .67 | .67 |
| F | .00 | .00 |

# **RESOURCES**

##### A. CAREER DEVELOPMENT

##### Interest, Ability, and Personality Inventories, Career Information, and Connect careers to college/technical school majors. Paper inventories – Strong’s Interest Inventory, Discover, Myers-Briggs, etc. – see counselor

**Web sites**

http://www.careercruising.com- Used at Frontier for college/career planning (need following info – USER ID – frontier28; PASSWORD – falcons)

http://www.learnmoreindiana.org

http://isca-in.org

http://www.bls.gov/oco/

http://www.myfuture.com

http://jobstar.org/index.php

http://www.petersons.com

http://www.princetonreview.com

http://www.collegeboard.com

http://www.scholarships.com

##### B. COLLEGE, TECHNICAL SCHOOL, TRAINING PROGRAM – SEARCH & SELECTION

* Books and Magazines

ACT Get Set For College download - http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf

Books – Rugg’s Recommendations, Peterson’s Guides, College Board Guides, Princeton Review Guides Check in your high school Guidance Office, libraries, book stores, and/or web sites.

College Visits, College Fairs, and College Pre-view Days.

* Web sites

http://www.careercruising.com

http://www.learnmoreindiana.org

http://www.collegenet.com

http://quizhub.com  
http://www.collegeboard.com

http://www.petersons.com

http://www.princetonreview.com

http://www.Embark.com  
http://www.ruggsrecommendations.com

##### http://www.collegequest.com

##### C. COLLEGE, TECHNICAL SCHOOL, TRAINING PROGRAM VISITS – COLLEGE DAYS

##### Resources

* Worksheet for Visiting Colleges – Learn More Indiana http://www.learnmoreindiana.org
* Guidance counselors, academic advisors, teachers, parents, friends, etc.

##### C. Web sites

##### http://www.collegeboard.com

http://www.princetonreview.com

##### http://www.petersons.com

##### http://www.scholarships.com

##### http://quizhub.com

##### D. SAT AND ACT EXAMS

**Test Preparation**

Guides and Prep Courses–

SAT Web site - http://sat.collegeboard.org

ACT Web site - http://www.act.org

Additional web site resources for test preparation

College Board - http://www.collegeboard.com

The Princeton Review - http://www.princetonreview.com

Kaplan - http://www.kaplan.com

Quizhub - http://quizhub.com

Find resources at libraries, bookstores, and your high school guidance office.

##### E. SCHOLARSHIPS & WAYS TO PAY FOR COLLEGE

Financial Aid Night –October

College Goal Sunday – October and February

* Resources – No reason to pay for searches – Watch out for SCAMS

Guidance Office

List of Local and National Scholarships – deadlines, criteria, and responsibilities. Request and return forms to Christy McMindes, our guidance secretary. Listen to announcements for daily notices on upcoming scholarships.

Complete SNR Forms

All seniors considering going to college should complete the SNR. The SNR is a free scholarship search program offered by Wabash Valley Educational Center. Pick up form and return to guidance department. Students will be notified concerning any scholarships in the database that they may be qualified to apply for.

Websites

http://www.scholarships.com

http://www.fastweb.com

http://www.collegenet.com

http://www.collegeanswer.com

http://ww.collegeboard.com

http://www.finaid.org

http://www.acenet.edu

http://www.petersons.com

## http://www.bestcolleges.com/features/top-online-schools

## Indiana Academic Honors/Core 40 Grant Increase

*(Information supplied by State Student Assistance Commission of Indiana [SSACI])*

An increase has been approved for Indiana students who qualify for state studentassistance grants and who prepare well for college. Currently, students who meet eligibility criteria may qualify for up to 80% approved tuition (minus a student or family contribution, based upon ability to pay) to an eligible Indiana college or university. This is awarded as a State Student Assistance Commission of Indiana (SSACI) grant based on financial need calculated from the federal needs assessment mechanism available through the Free Application for Federal Student Aid (FAFSA). Please visit http://www.in.gov/ssaci - OR - http://www.fafsa.com for more information about both programs.

Eligible students who graduate from an Indiana secondary school with an Academic Honors Diploma and with a cumulative grade point average of at least 3.0/4.0, may qualify for an SSACI grant increase to cover 100% of demonstrated need for tuition and mandatory fees.

Eligible students who graduate from an Indiana secondary school, having met prescribed Core 40 requirements and with a cumulative grade point average of at least 2.0/4.0, may qualify for an SSACI grant merit adjustment to cover 90% of demonstrated need for tuition and mandatory fees.

##### So, what does that mean exactly???

##### You may file your FAFSA between October-March of your senior year, and you are found to have unmet financial need, the State of Indiana may give you more grant money if you have completed Core 40 and even more grant money if you have completed the Academic Honors Diploma.

If you don’t have any unmet financial need, and wouldn’t have been receiving grants anyway, Core 40 and Academic Honors Diploma will not lead to additional grant money from the State of Indiana. However, having achieved Core 40 and Academic Honors Diploma will assure you of an excellent education and will increase your chances of getting scholarship money based on academic achievement. In addition your efforts will be acknowledged at Senior Achievement Night and State Academic Honors Diploma and/or Core 40 seals will be added to your diploma.

Please visit http://www.in.gov/ssaci - OR - http://www.fafsa.gov for more information about both programs.

###### INDIANA COLLEGE/UNIVERSITY WEBSITES

**CODE INSTITUTION WEBSITE ADMISSIONS**

1175 Ancilla College www.ancilla.edu 574-936-8898

1174 Anderson University www.anderson.edu 800-428-6414

1176 Ball State University www.bsu.edu 800-382-8540

1178 Bethel College www.bethelcollege.edu 574-807-7000

1180 Butler University www.butler.edu 800-368-6852

1245 Calumet College/St. Joseph www.ccsj.edu 219-473-4215

1184 DePauw University www.depauw.edu 765-658-4800

1186 Earlham College www.earlham.edu 800-327-5426

1194 Franklin College www.franklincollege.edu 800-852-0232

1196 Goshen College www.goshen.edu 800-348-7422

1198 Grace College www.grace.edu 800-544-7223

1200 Hanover College www.hanover.edu 812-866-7000

Harrison College www.harrison.edu 888-544-4422

1202 Huntington College www.huntington.edu 260-356-6000

1208 Indiana Tech www.indianatech.edu 800-937-2448

1206 Indiana State University www.indstate.edu 800-486-6478

1210 Indiana Univ-Bloomington www.iub.edu 812-855-4848

1219 Indiana Univ-Kokomo www.iuk.edu 765-455-9537

1225 Indiana Univ-South Bend www.iusb.edu 574-520-4872

1226 Indiana Wesleyan Univ www.indwes.edu 866-468-6498

1217 IUPU-Ft. Wayne www.ipfw.edu 260-481-6812

1214 IUPU-Indianapolis www.iupui.edu 317-274-5555

1221 Ivy Tech-Lafayette www.ivytech.edu/lafayette 765-269-5000

Ivy Tech-(22 campuses) www.ivytech.edu **888-489-5463**

1222 Manchester College www.manchester.edu 260-982-5000

1224 Marian College www.marian.edu 800-772-7264

1233 Purdue University-Calumet www.purduecal.edu 219-989-2400

1231 Purdue Univ-North Central www.pnc.edu 800-872-1231

1230 Purdue University-Lafayette www.purdue.edu 765-494-4600

1232 Rose-Hulman Institute www.rose-hulman.edu 812-877-1511

1241 St. Elizabeth School-Nursing www.steso.org 765-423-6400

1244 St. Mary’s College www3.saintmarys.edu 574-284-4000

1242 St. Mary-the-Woods College www.smwc.edu 812-535-5151

1192 Taylor University www.taylor.edu 800-882-3456

1250 Trine University www.trine.edu 800-347-4878

1188 University of Evansville www.evansville.edu 800-423-8633

1204 University of Indianapolis www.uindy.edu 866-232-8634

1252 University of Notre Dame www.nd.edu 574-631-5000

1207 Univ of Southern Indiana www.usi.edu 800-467-8600

1256 Valparaiso University www.valpo.edu 219-464-5011

1258 Vincennes University www.vinu.edu 800-742-9198

1260 Wabash College www.wabash.edu 765-361-6100

**AGRICULTURAL EDUCATION**  

**AGRIBUSINESS MANAGEMENT \*5002 (Offered even years, 2018, 2020, etc or as an independent study)**

Course Length: Full Year – 1 credit per semester

Grade Level: 11 – 12 (Priority given to Juniors and Seniors)

Prerequisites: Introduction to Agriculture, Food, and Nartural Resources, or Instructor Approval

Ivy Tech Dual Credit: AGRI 102 AGRI BUSINESS AND FARM MANAGEMENT

Description: Agribusiness Management provides foundational concepts in agricultural business. It is a two semester course that introduces students to the principles of business orgainzation and management from a local and global perspective while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership development, supervised agricultural experience, and career opportunities in the area of agribusiness management.

**This course qualifies for a general, core 40, academic or technical honors elective/directed elective.**

**This year-long course qualifies for 3 dual credits with Ivy Tech.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**AGRICULTURAL POWER, STRUCTURE AND TECHNOLOGY \*5088**

Course Length: Full Year – 1 credit per semester (2 class periods-1 lecture and 1 lab)

Grade Level: 11 – 12 (Priority given to Juniors and Seniors)

Prerequisites: Introduction to Agriculture, Food, and Nartural Resources, or Instructor Approval

Ivy Tech Dual Credit: AGRI 106 AGRICULTURAL MECHANIZATIONS

Description: Agricultural Power, Structure and Technology is a lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural equipment in conjuntion with the utilization of technology. Topics in this course focus on, yet are not limited to, carpentry skills and welding skills in relation to the agriculture industry. Students will learn shop safety, figuring of material, making sketches, and use of hand and power tools. In addition, the student will experience both a technical and hands-on view of structures in agriculture. The following topics are offered: Tool I.D. and use, ag carpentry, electricity, plumbing, and concrete work. Students will also develop basic skills in all forms of arc welding, mig welding, gas welding, and oxy-acetylene cutting. In addition, they will learn to braze and work with alloy metals. There will also be the opportunity for hands-on experience through lab work and project building. (Welding-2nd sem).

**A Core 40 directed elective as part of technical career area(must have six semesters in area to count)**

**This course qualifies for academic honors or technical honors elective.**

**A core 40 directed elective as part of Ag Business Pathway.**

**This year-long course qualifies for 3 dual credits with Ivy Tech.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ANIMAL SCIENCE \*5008**

Course Length: Full Year – 1 credit per semester

Grade Level: 9 – 12

Prerequisities: Introduction to Agricultural, Food, and Natural Resources or Instructor Approval

Ivy Tech Dual Credit: AGRI 103 ANIMAL SCIENCE

Description: Animal Science 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, agriculture, careers in animal science, common diseases and parasites, social and political issues related to the industry, and management practices for the care and maintenance of animals.

**This course may fulfill up to two credits of mimimum science requirements for graduation (not accepted in Core 40, Academic Honors, or Technical Honors as a science credit).**

**Core 40 directed elective as part of a College and Career Pathway. This year-long course qualifies for 3 dual credits with Ivy Tech.**

**Fullfills a science course requirement for all diplomas.**

**FOOD SCIENCE \*5102 Independent Study Only**

Course Length: Full Year- 1 credit per semester

Grade Level: 10-12 (Priority given to Juniors and Seniors)

Prerequisites: Introduction to Agriculture, Foods, and Natural Resources

Dual Credit with Ivy Tech: AGRI 104 FOOD SCIENCE

Description: Food Science is a two semester course that provides students with an overview of food science and its importance. Introduction to principles of 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 help students understand the role that food science plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized along with laboratory, team building, and problem solving activities to enhance student learning.

**This course fulfills a Life Science or Physical Science requirement for the general Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Hours and Core 40 with Technical Honors diplomas.**

**This is a year-long course that qualifies for 3 dual credits with Ivy Tech.**

**This course is part of the food science college and careers pathway.**

**INTRODUCTION TO AGRICULTURAL, FOOD, AND, NATURAL RESOURCES \*5056**

Course Length: Full Year -1 credit per semester

Grade Level: 8-12

Prerequisites: None

Ivy Tech Dual Credit: NONE

Description: Introduction to Agricultural, Food, and Natural Resources is a year long course which is highly recommended as a prerequisite and foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, farm and agribusiness management, landscape management, natural resources management, agricultural mechanization, and supervised agricultural experience.

**A Core 40 directed elective as part of technical career area (must have six semesters in area to count)**

**This course qualifies for an academic honors or technical honors elective.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NATURAL RESOURCES \*5180 (Offered every other year, 2019-2020, 2021-2022 and etc.)**

Course Length: Full Year – 1 credit per semester

Grade Level: 9-12

Prerequisites: Introduction to Agricultural, Food and Natural Resources or Instructor Approval

Ivy Tech Dual Credit: AGRI 115 NATURAL RESOUCES MANAGEMENT

Description: Natural Resources provides students with a background in natural resources. Hands-on learning activities encourage students to investigate areas of enviromental concern. Students are introduced to the follow areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, randlands, wetlands, animal wildlife, safety, careers, leadership, and supervised agricultural experience programs.

**A Core 40 directed elective as part of technical career area (must have six semesters in area to count)**

**This course qualifies for an academic honors or technical honors elective.**

**This year-long course qualifies for 3 dual credits with Ivy Tech. Fulfills a science course requirement for all diplomas.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**HORTICULTURE SCIENCE \*5132 (Offered every other year, 2020-2021, 2022-2023 and etc.)**

Course Length: Full Year – 1 credit per semester

Grade Level: 10-12

Prerequisites: Fundamentals of Agricultural Science and Business or permission by teacher

Ivy Tech Dual Credits: AGRI 116 SURVEY OF HORTICULTURE

Description: Horticulture Science is designed to give students a background in the field of horticulture and its many career opportunites. It address 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, hydroponics, floriculture and floral design, management practices for field and greenhouse production, interior plantscapes, marketing concepts, production of herbaceous, woody, and nursery stock, fruit, nut, and vegetable production, intergrated pest management and employability skills. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

**Fulfills a Life Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Academic Honors and Technical Honors diplomas. This year-long course qualifies for 3 dual credits with Ivy Tech.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LANDSCAPE MANAGEMENT 1 \*5136 (Offered every other year, 2019-2020, 2021-2022 and etc.)**

Course Length: Full Year – 1 credit per semester

Grade Level: 10-12

Prerequisites: None, Student will need permission from teacher.

Ivy Tech Dual Credits: LAND 103 LANDSCAPE MANAGEMENT

Description: Lanscape Management 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, management and employability 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 Lanscape Industry Certified through a state approved program.

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.**

**A College and Career Pathway, Career-Technical program, or Flex Credit course. This year-long course qualifies for 3 dual credits with Ivy Tech.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LANDSCAPE MANAGEMENT II** \***5137 (Currently not offered, may take independently with teacher approval)**

Course Length: Full Year – 1-3 credits per semester

Grade Level: 12

Prerequisites: Landscape Management I

Ivy Tech Dual Credits: LAND 103 LANDSCAPE MANAGEMENT

Description: 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 the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.**

**A College and Career Pathway, Career-Technical program, or Flex Credit course. This year-long course qualifies for 3 dual credits with Ivy Tech.**

­­­­­­­­­­­­­­­­­­­­­­­­­­­­

**SUPERVISED AGRICULTURAL EXPERIENCE (SAE)\*5228 (Offered during summers)**

Course Length: Full Year

Grade Level: 9-12

Prerequisites: Fundamentals of Agricultural Science and Business

Description: Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory, and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents, and/or employers to get the most out of their SAE program. This course should be offered each semester as well as during the summer session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated. The course may be offered on an independent study basis.

­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­

**AGRICULTURE SPECIAL TOPICS \*6150 (Upon instructor approval, independent study only)**

Course Length: 1 semester course, up to 3 credits per semester, may be offered for successive semesters up to 12 credit

Grade Level: 11-12

Prerequisites: None

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

Description: Agriculture: Special Topics is an extended learning experience designed to address the advancement and specialization of careers within the career cluster through the provision of a specialized course for a specific workforce need in the school’s region. The learning experience is at a qualified site, and is designed to give the student the opportunity to learn and practice technical skills; while working under the direction of the appropriately licensed professional. Throughout the course, students will focus on learning about employment opportunities and obtaining the knowledge, skills and attitudes essential for success in specific occupations. Course standards and curriculum must be tailored to the specific profession, preparing students to advance in this career field, and where applicable, provide students with opportunities for certification or dual credit. Participation in a related CTSO encourages the development of leadership, communication and career related skills, and opportunities for community service.

**Counts as a Directed Elective or Elective for all diplomas. This course code may be used for a Joint Program of CTE when an employer and/or an eligible third party training provider are delivering the related training and an aligned course is not on the dual credit crosswalk.**

**ADVANCED CARRER AND TECHNICAL EDUCATION** **\*6130 (Upon instructor approval, independent study only)**

Course Length: 1 semester course, up to 3 credits per semester, may be offered for successive semesters up to 12 credit

Grade Level: 11-12

Prerequisites: None

Recommended Prerequisites: CTE courses that would help prepare the student for success in this area

Description: Advanced Career and Technical Education, College Credit is a course title covering any CTE advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school. The intent of this course is to allow students to earn college credit for courses with content that goes beyond that currently approved for high school credit. This course may be used for any dual enrollment course, including a joint program of study involving a postsecondary partnership, 74 Indiana Department of Education High School Course Titles and Descriptions

Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination of the two; and taught by higher education faculty. This course should be used when an aligned secondary course is not available on the CTE Dual Credit Crosswalk. .One secondary credit should equal at least three postsecondary credits.

**Counts as a Directed Elective or Elective for all diplomas. This course code may be used for a Joint Program of CTE when an employer and/or an eligible third party training provider are delivering the related training and an aligned course is not on the dual credit crosswalk.**

**SUSTAINABLE ENGERGY ALTERNITIVES \*5229**

**(Currently not offered, may take independently with teacher approval)**

Course Length: Full Year – 1 credit per semester

Grade Level: 11-12

Prerequisites: Intro to Agriculture, Food, and Natural Resources. Natural Resources.

Ivy Tech Dual Credits: SUST 100 INTRODUCTION TO RENEWABLE ENERGY SYSTEMS

Description: Sustastainable Energy Alternatives broadens a student’s understanding of environmentally friendly engeries. 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 renewablility and sustainability for our planet. Topics covered in this course include the following types of alternitive energies: solar, wind, geothermal, biomass and emerging technologies. Leadership development, supervised agricultural experience and career exploration opportunities in the field sustainable energy are also included.

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.**

**A College and Career Pathway, Career-Technical program, or Flex Credit course. This year-long course qualifies for 3 dual**

**credits with Ivy Tech. Fulfilles a science course requirement for all diplomas.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PLANT AND SOIL SCIENCE \*5170 (Currently not offered, may take independently with teacher approval)**

Course Length: Full Year – 1 credit per semester

Grade Level: 9-12

Prerequisites: Intro to Agriculture, Food, and Natural Resources. Natural Resources Management.

Ivy Tech Dual Credits: AGRI 105 PLANT SCIENCE

Description: Plant and Soil Science is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, environmental factors affecting plant growth, diseases and pests of plants and their management, biotechnology, the basic components of types of soil, calculation of fertilizer application rates and procedures for application, soil tillage and conservation, irrigation and drainage, land measurement, cropping systems, precision agriculture, principles and benefits of global positioning systems, harvesting, and career opportunities in the field of plant and soil science.

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.**

**A College and Career Pathway, Career-Technical program, or Flex Credit course. This year-long course qualifies for 3 dual**

**credits with Ivy Tech. Fulfilles a science course requirement for all diplomas.**

**ADVANCE LIFE SCIENCE PLANT and SOILS\*5074 (Offered with instructor approval only, independent study)**

Course Length: Full Year – 1 credit per semester

Grade Level: 11-12

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

Ivy Tech Dual Credits:

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

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.**

**A College and Career Pathway, Career-Technical program, or Flex Credit course. This year-long course qualifies for 3 dual**

**credits with Ivy Tech.**

**ADVANCED LIFE SCIENCE ANIMALS** \***5070 (Offered with instructor approval only, independent study)**

Course Length: Full Year – 1 credit per semester

Grade Level: 11-12

Prerequisites: Intro to Agriculture, Food, and Natural Resources, Animal Science, Chemistry and Biology.

Ivy Tech Dual Credits:

Description: 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.

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.**

**A College and Career Pathway, Career-Technical program, or Flex Credit course. This year-long course qualifies for 3 dual**

**credits with Ivy Tech.**

**ADVANCED LIFE SCIENCES FOODS**\***5072 (Offered with instructor approval only, independent study)**

Course Length: Full Year – 1 credit per semester

Grade Level: 11-12

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

Ivy Tech Dual Credits:

Description: 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.

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.**

**A College and Career Pathway, Career-Technical program, or Flex Credit course. This year-long course qualifies for 3 dual**

**credits with Ivy Tech**. **Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas.**

**LEADERSHIP DEVELOPMENT IN ACTION \*5237**

Course Length: Full Year – 1 Credit per semester (maximum of 6 credits)

Grade Level: 10-12 (Priority given to Juniors and Seniors)

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

Description: 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 their 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 postsecondary faculty, community agencies or organizations are appropriate approaches. Membership in an Indiana recognized CTSO is required. Service learning experiences are highly recommended. Achievement of applicable Career and Technical Education (CTE), academic, and employability competencies will be documented through a required student portfolio.

Career and Technical Student Organizations (CTSOs) Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students enrolled in Leadership Development in Action are required to be a member of an Indiana Recognized Career and Technical Student Organization.

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

**WELDING TECHNOLOGY I \*5776 (Must have a minimum of 5 students)**

Course Length: Full Year—2-3 Credits per semester (Max of 6 credits)

Grade Level: 11-12

Prerequisites: Ag Power

Ivy Tech Dual Credits: INDT 114- Introductory to Welding

WELD 108- Shielded Metal Arc Welding I

Description: Welding Technology I includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Sheilded Metal Arc welding. This course is designed for individuals seeking careers in Welding, Technician, Sales, Design, Research or Engineering. Emphasis is placed on safety at all times. OSHA standards and guide lines endorsed by the American Welding Society (AWS) are used. Instuctional activites emphasize properites of metals, safety issues, blueprint reading, electrical prinicples, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.**

**A College and Career Pathway, Career-Technical program, or Flex Credit course. This year-long course qualifies for 3 dual**

**credits with Ivy Tech**. **Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas.**

**WELDING TECHNOLOGY II \*5778 (Currently not offered)**

Course Length: Full Year—2-3 Credits per semester (Max of 6 credits)

Grade Level: 12

Prerequisites: Welding Technology I

Ivy Tech Dual Credits: WELD 207- Gas Metal Arc (MIG) Welding

WELD 100- Welding Processes

Description: Welding Technology II includes classroom and laboratory experiences that develop a variety of skills in Gas Metal Arc welding, Flux Cored Arc Welding, Gas Tungsten Arc welding, Plasma Cutting and Carbon Arc. This course is designed for individuals who intend to pursue careers as Welders, Technicians, Sales Reps, Designers, Researchers or Engineers. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphsize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career choices.

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.**

**A College and Career Pathway, Career-Technical program, or Flex Credit course. This year-long course qualifies for 3 dual**

**credits with Ivy Tech**. **Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas.**



**BUSINESS MARKETING AND INFORMATION TECHNOLOGY**

Business and industry surveys indicate that economic survival in the 21st century will demand that students know and understand both fundamental and technical concepts of business as well as possess the ability to execute these concepts in nearly any setting. All persons regardless of age, gender, and career aspirations, can benefit from participating in Business, Marketing, and Information Technology education. These programs provide a foundation for success for all students.

Looking to the future and adapting as innovations emerge, the Business, Marketing and Information Technology education curriculum has changed dramatically over the years and parallels the practices being implemented in business/industry around the globe. Business, Marketing, and Information Technology education has never been a static, stationary discipline; rather, it is an emerging, expanding, and challenging field.

The mission of Business, Marketing, and Information Technology Education in Indiana is to work cooperatively with business/industry to prepare students to live and work as productive citizens in a changing global society by providing essential business, marketing, and information technology experiences, and training. These experiences should actively engage students using instructional strategies that rely on the use of technology and practices that reflect current and emerging business/industry practices.

**Business Professionals of America (BPA)**

BPA is a co-curricular student organization conducted on regional, state, and national levels and tests competency in various areas of business/office occupations. The words “Business,” “Professionals,” and “America” define the focus of BPA. Business: the field for which we prepare our students: emphasizes that we educate our students to work efficiently, not only in an office setting, but also in a wide variety of business situations. Professionals: our students indicate they join BPA to take advantage of a wide variety of professional development opportunities. America: symbolizes pride in our country and its free enterprise business system. All students are encouraged to join BPA, as many class projects are built around BPA events.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INFORMATION TECHNOLOGY: INTERACTIVE MEDIA I, II, & III \*5232**

Course Length: Full Year – 1 credit per semester up to 6 credits

Grade Level: 10-12

Prerequisites: Students must have instructor approval

Ivy Tech Dual Credit – VISC 105 Video and Sound or VISC 115 Computer Graphics

Description: 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. Students will develop an understanding of professional business practices including the importance of ethics, communication skill, and knowledge of the “virtual workplace”. Business Professionals of America (BPA) is a co-curricular organization associated with this course, which provide students with the opportunity to participate/compete in business-related activities. Students are **required** to spend several hours outside of class completing group projects and filming live footage of school events. Students should not take this class unless they are comfortable being in front of the camera.

**Counts as a directed elective or elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with postsecondary courses for Dual Credit (Based on Accuplacer scores)**

**A College and Career Pathway, Career-Technical program, or Flex Credit course.**

**PRINCIPLES OF MARKETING \*5914**

Course Length: Two semester course/ Two semesters required/ 2 credits

Grade Level: 10-12 (recommended) Must be able to pass Accuplacer for dual credit

Recommended Prerequisite: Algebra I

Ivy Tech Dual Credit: MKTG 101

Description: 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. Business Professionals of America (BPA) is the co-curricular organization associated with this course, which provides students with the opportunity to participate/compete in business-related activities.

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

**This course is aligned with postsecondary courses for Dual Credit (Based on Accuplacer Scores)**

**A College and Career Pathway, Career-Technical program, or Flex Credit course.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PERSONAL FINANCIAL RESPONSIBILITY \*4540**

Course Length: One semester – 1 credit per semester

Grade Level: 10-12 (10th grade accepted with instructor approval) Must be able to pass Accuplacer for dual credit

Prerequisites: None

Description: 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-keping 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.

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 withAcademic Honors and Core 40 withTechnical Honors diplomas.**

**Dual- Credit with Ivy Tech is available to those students who meet required prerequisites and pass end of course assessment**.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PRINCIPLES OF BUSINESS MANAGEMENT \*4562**

Course Length: Two semester course/ Two semesters required/ 2 credits

Grade Level: 10-12 Must be able to pass Accuplacer for dual credit

Recommended Prerequisites: Algebra I

Ivy Tech Dual Credit: BUSN 101

Description: 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. Business Professionals of America (BPA) is the co-curricular organization associated with this course, which provides students with the opportunity to participate/compete in business-related activities.

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 withAcademic Honors and Core 40 withTechnical Honors diplomas.**

**This course is aligned with postsecondary courses for Dual Credit (Based on Accuplacer scores)**

**A College and Career Pathway, Career-Technical program, or Flex Credit Course.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**BUSINESS LAW AND ETHICS \*4560**

Course Length: 1 credit per semester, maximum of 2 credits

Grade Level: 11-12 Must be able to pass Accuplacer for dual credit

Recommended Prerequisites: None

Ivy Tech Dual Credit- BUSN 201

Description: Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses. Business Professionals of America (BPA) is the co-curricular organization associated with this course, which provides students with the opportunity to participate/compete in business-related activities.

**Counts as a directed elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.**

**This course is aligned with postsecondary courses for Dual Credit (Based on Accuplacer scores)**

**A College and Career Pathway, Career-Technical program, or Flex Credit Course.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ENTREPRENEURSHIP AND NEW VENTURES I & II CAPSTONE \*5966 (offered on even years, beginning**

**‘19-’20…’21-’22…’23-24… and etc)**

Course Length: 1-2 credits per semester, maximum of 6 credits

Grade Level: 11-12 Must be able to pass Accuplacer for dual credit

Recommended Prerequisites: Principles of Business Management or Principles of Marketing, Into to Entreprneurship,

Ivy Tech Dual Credit- ENTR 101and ENTR 105

Description: Entrepreneurship and New Ventures Capstone introduces entrenpreneurship, and develops skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting and business plan development will be presented throug extensive use of word processing, spreadsheet and presentation software. Business Professionals of America (BPA) is the co-curricular organization associated with this course, which provide students with the opportunity to participate/compete in business-related activities. This class will incorporate certiport exams in Microsoft Office Applications.

**Counts as a directed elective or elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.**

**This course is aligned with postsecondary courses for Dual Credit (Based on Accuplacer scores)**

**A College and Career Pathway, Career-Technical program, or Flex Credit course.**

­­­­­­­­­­­­­­­­­­­­­­­­­

**GRAPHIC DESIGN AND LAYOUT I, II &II \*5550**

Course Length: Full Year – 2 credits per semester- 2 semesters required

Grade Level: 10 – 12

Prerequisites: Instructor Approval/Selection, Computer Illustration & Graphics

Ivy Tech Dual Credit: VISC 102 or VISC 115

Description: Graphic Design and Layout includes 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 instructioanal manuels. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction will include experiences in various printing processes as well as activities in designing the high school yearbook and senior magazine.

**Core 40, Academic Honors and Technical Honors Diploma course elective.**

**STRATEGIC MARKETING \*5918 (STRT MRKT) \*\*Offered every other year beginning in 2018-2019\*\***

Course Length: 1-2 Credits per semester, maximum of 4 credits

Grade Level: 11 – 12 (grade 10 by approval only)

Prerequisites: Principles of Business Management or Principles of Marketing

Ivy Tech Dual Credit: MKTG 230

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

**Counts as a directed elective or elective for the General, Core 40, Academic Honors and Technical Honors Diploma. This course is aligned with postsecondary courses for Dual Credit (Based on Accuplacer Scores)**

**A College and Career Pathway, Career-Technical program or Flex Credit course.**

**ADMINISTRATIVE AND OFFICE MANAGEMENT \*5268**

Course Length: 2 semester course, 2 semesters required, 1-2 credits per semester, 4 credits maximum

Grade Level: 11 – 12

Prerequisites: Principles of Business Management or Principles of Marketing

Ivy Tech Dual Credit: BUSN 105

Description: Administrative and Office Management prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and be successful in a work environment. Students are provided opportunities to develop attitudes 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. Application of Content and Multiple Hour Offerings Intensive laboratory applications are a component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences. When a course is offered for multiple hours per semester, the amount of laboratory application or work-based learning needs to be increased proportionally.

\*\*Students may have the opportunity to work in an office setting for 2 class hours each day that school is in session.\*\*

**Counts as a directed elective or elective for the General, Core 40, Academic Honors and Technical Honors Diploma. This course is aligned with postsecondary courses for Dual Credit (Based on Accuplacer Scores)**

**A College and Career Pathway, Career-Technical program or Flex Credit course.**

**SPORTS AND ENTERTAINMENT MARKETING \*5984 (SPRT ENT MRK)**

Course Length: 1 credit per semester, maximum of 2 credits

Grade Level: 11 – 12 (grade 10 by approval only)

Prerequisites: Principles of Marketing

Description: Sports and Entertainment Marketing is a specialzied marketing course that develops student understandgin of the sport/event industries, their economic impact, and products; distribution systems an 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.

**Counts as a Directed Elective or Elecetive for all diplomas.**

**ENGLISH**



**ENGLISH 9 \*1002**

Course Length: Full Year – 1 credit per semester

Grade Level: 9

Prerequisites: None

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

**A General, Core 40, Academic Honors and Technical Honors Diploma Requirement.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ENGLISH 10 \*1004**

Course Length: Full Year – 1 credit per semester

Grade Level: 10

Prerequisites: English 9

Description: English 10, an integrated English course based on Indiana’s Academic Core State Standards for English/Language Arts, is a study of language, vocabulary, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, informational text, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and appropriate oral presentations and access, analyze, and evaluate online information.

**A General, Core 40, Academic Honors and Technical Honors Diploma Requirement.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ENGLISH 11 \*1006**

Course Length: Full Year – 1 credit per semester

Grade Level: 11

Prerequisites: English 9 &10

Description: English 11, an integrated English course based on Indiana’s Academic Core State Standards for English/Language Arts, is a study of language, vocabulary, literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Student use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports and research essays. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information. This class will focus on American Literature from the 18th century to present in the form of novel, short story, poetry, and informational text.

**A General, Core 40, Academic Honors and Technical Honors Diploma Requirement.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ENGLISH 11 (LITERATURE FOR LIFE) \*1006**

Course Length: Full Year – 1 credit per semester

Grade Level: 11

Prerequisites: English 9 &10

Description: English 11 Literature for Life is slower paced for students needing extra time comprehending information. Through the study of theme related elements, American literature will be studied tying in life and job related skills to the theme. The use of worksheets, projects, spelling, and vocabulary will reinforce the topic. Writing elements will focus on 1st person material stressing proper sentence structure, grammar, and spelling. Speech elements will include discussion, recitation, and presentation. Participation in this class will be limited to students who are continuing to work toward successful completion of the English section of the End of Course Assessment (ECA), or those who qualify for educational adaptations as documented in an IEP. Students who wish to pursue a four-year post-secondary degree are strongly encouraged to enroll in English 11.

**A General Diploma Course.**

**May not be used for a Core 40, Academic Honors, or Technical Honors Diploma.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ENGLISH 12 \* 1008**

Course Length: Full Year – 1 credit per semester

Grade Level: 12

Prerequisites: English 9, 10, & 11

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

**A General, Core 40, Academic Honors and Technical Honors Diploma Requirement.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ENGLISH 12– (LITERATURE FOR LIFE) \*1008**

Course Length: Full Year - 1 credit per semester

Grade Level: 12

Prerequisites: English 9, 10, 11, or Lit for Life 11

Description: English 12 Literature for Life is a two-semester course that is designed to improve a student’s written communciation skills and to continue a student’s exploration of literature. Writing assignments will focus on business, personal and technical writing. A formal research paper will be written in the second semester. Students must receive teacher and guidance counselor approval before enrolling in this course. Enrollment in this course is limited to those students who have attempted and not yet passed the English section of the End of Course Assessment (ECA), or those who qualify for educational adaptions as documented in an IEP. Students who wish to pursue a four-year post secondary degree need to enroll in English 12 or AP English.

**A General Diploma Course.**

**May not be used for a Core 40, Academic Honors, or Technical Honors Diploma.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACP ENGLISH 12 (ENG W131-ENG L202-IU)**

Course Length: Two Semester – 6 dual credits

Grade Level: 12

Prerequisites: Completion of English 9, 10 and 11 with a C or better English average. Must have a GPA of 2.70 or higher to receive dual credit.

Indiana dual credit: W131-ENG L202

Descriptions:

ENG W131: Reading, Writing, & Inquiry I is a one-semester 3 credit hour Indiana University course that offers instruction and practice in the critical reading and writing skills required for college-level work, with an emphasis on written assignments that call for summary, critique, analysis, and arguments based on sources. This is an Indiana University course. The purpose of this course is to prepare students for the rigor of writing throughout college. The focus is on scholarly investigation of sources, critical thinking and reading, learning how to recognize and utilize specific writing strategies, skills and fluency. Each unit will include preliminary work and assignments leading to a major essay to conclude. Points will be accumulated from homework, in-class assignments, participation, and final written assignments. Since much work and discussion will be carried on in class, impeccable attendance and assignment submission is imperative.

ENG L202: Literary Interpretation is a one semester 3 credit Indiana University course designed to help students learn how to read, think, and write critically and cogently about literature. Students will study genres to understand how the various elements of a work of imaginative literature cohere to impart meaning. A large portion of the course will focus on how to write; students will learn how to translate close reading skills into strong critical essays, writing three peer-reviewed major papers, as well as short assignments (microthemes) and quizzes. The class will be heavily discussion-based, and vigorous and insightful explorations of the poetry and fiction studied is expected.

\*Dual credit course fee may be required.

**Core 40, Academic Honors and Technical Honors Diploma course elective.**

**6 dual credits through Indiana University**

**English 12 ACP is a weighted class for students who receive a B- or better.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SPEECH \*1076**

Course Length: One Semester - 1 credit

Grade Level: 9 - 12

Prerequisites: None

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

**A General, Core 40, Academic Honors and Technical Honors Diploma course elective.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACP SPEECH \*1078 (SPCH S121 Public Speaking—Indiana University Kokomo)**

Course Length: One Semester – 1 credit

Grade Level: 11 – 12

Prerequisite: Successful completion of Speech

Description: ACP Speech is a dual credit course through Indiana University -- SPCH S121 Public Speaking. The course introduces you to the close interrelation of the theory and practice of rhetoric. It does not resemble the simple skills-only versions of "basic public speaking" that you may be familiar with. Although you will be rigorously trained in al the formal skills and techniques, oral communication is not merely technique; it is a human art of the highest distinction. This class is not training in strategic manipulation, but in how to use the spoken word for good. We will look closely at why speech is capable of manipulating, deceiving, and seducing, and how to spot, avoid, and combat these uses. This class is a core class in most colleges and universities; it is also a part of Indiana's core transfer library under the name "Fundamentals of Public Speaking" and should transfer to any public university in Indiana..

**Core 40, Academic Honors and Technical Honors Diploma course elective.**

**Dual credit with Indiana University**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**BASIC SKILLS DEVELOPMENT \*0500 (BAS SKLS)**

Course Length: 1 Semester

Grade Level: 9– 12

Prerequisites: None

Description: Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana’s standards, individual school corporation general curriculum plans, and the student’s Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations. • Recommended Grade Level: Any grade level • Recommended Prerequisites: None • Credits: One credit per semester up to 8 credits • Counts as an Elective for all diplomas

**This is an elective course for General Diploma, Core 40, Academic Honors and Technical Honors Diploma.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ENGLISH LAB-DEVELOPMENTAL READING \* 1120**

Course Length: 1-8 semester course, 1 credit per semester.

Grade Level: 9– 12

Prerequisites: None

Description: Developmental Reading is a supplemental course that provides students with individualized instruction designed to support success in completing work aligned with the Indiana Academic Standards of English/Language Arts focusing on the Reading Standards for Literature and Nonfiction. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards. This is a PASS or FAIL class. No grade will be given.

**FAMILY AND CONSUMER SCIENCES** 

**PREPARING FOR COLLEGE AND CAREERS (PCC) \*5394**

Course Length: One Semester – 1 credit

Grade Levels: 8-12

Prerequisites: None

Description: Preparing for College and Careers (PCC) addresses the knowledge, skills, and behaviors all students need to be successful 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 employable 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 Careers Pathways, indepth 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.

**One of the five FACs courses to fulfill the required health and wellness credit.**

**A General, Core 40, Academic Honors and Technical Honors Diploma course requirement.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CHILD DEVELOPMENT \*5362 (Offered 2nd semester only)**

Course Length: One semester – 1 credit

Grade Levels: 10 - 12

Prerequisites: None

Description: Child Development is an introductory course that is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 1. It includes the studu of prenatal development and birth; growth and development of children; child care giving and nuturing; and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to intergrate these topics into the stude of child development. Direct, concrete mathematics and language arts proficiencies will be applied. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

**Counts as a directed elective or elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma**

**One of the five FACs courses to fulfill the required health and wellness credit.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ADVANCED CHILD DEVELOPMENT \*5360 (Offered 1st semester only)**

Course Length: One semester – 1 credit

Grade Levels: 10 - 12

Prerequisites: Child Development or Instructor Approval

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

**Counts as a directed elective or elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

**A College and Career Pathway, Career-Technical program, or Flex Credit course**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NUTRITION AND WELLNESS \* 5342 (Offered 2nd semester only)**

Course Length: One semester – 1 credit (Limited seats available due to lab space)

Grade Levels: 9 – 12

Prerequisites: None

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

**A Core 40 elective course**

**This course qualifies for an academic honors or technical honors elective.**

**One of the five FACs courses to fulfill the required health and wellness credit.**

**This course is part of the Culinary Arts college and careers pathway.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ADVANCED NUTRITION AND WELLNESS \* 5340 (Offered 1st semester only)**

Course Length: One semester – 1 credit (Limited seats available due to lab space)

Grade Levels: 10 – 12

Prerequisites: Nutrition and Wellness recommended or Instructor Approval

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

**A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course**

**A College and Career Pathway, Career-Technical program, or Flex Credit course**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ADULT ROLES AND RESPONSIBILITIES \*5330 (Offered 2nd semester only)**

Course Length: One Semester – 1 credit

Grade Levels: 10 - 12

Prerequisites: None (May NOT be taked as independent study)

Description: Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with an 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-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post secondary education in all career areas related to individual and family life.

**Counts as a directed elective or elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

**A College and Career Pathway, Career-Technical program, or Flex Credit course**

**One of the five FACS courses from which students may choose three to fulfill the required Health and Wellness credit**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INTERPERSONAL RELATIONSHIPS \*5364 (Offered as an Independent Study)**

Course Length: One Semester – 1 credit

Grade Levels: 9-12

Prerequisites: None

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

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors Diplomas**

**A College and Career Pathway, Career-Technical program, or Flex Credit course**

**One of the five FACS courses from which students may choose three to fulfill the required Health and Wellness credit**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**EDUCATION PROFESSIONS I \* 5408**

Course Length: One year course – 2 credits per semester

Grade Levels: 11 - 12 or Instructor Approval

Prerequisites: Child Development, Advanced Child Development

Description: Education Professions I prepare students for employment and education and related careers and provides the foundation for study and higher education in these career areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into

the study of education and related careers. The course of study include, but is not limited to: the teaching profession, the learner in the learning process, planning instruction, learning environment, and instructional and assessment strategies. Field observation in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students’ field experiences. Students are monitored in their field experiences by the Education Profession teacher. Articulation with postsecondary programs is encouraged.

**Counts as a directed elective or elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

**A College and Career Pathway, Career-Technical program, or Flex Credit course**

**Counts towards the 8-10 Career-Technical credits required for the Core 40 with Technical Honors**

**This course is part of the Education college and careers pathway.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**EDUCATION PROFESSIONS II \*5404**

Course Length: One year course – 2 credits per semester

Grade Levels: 11 - 12 or Instructor Approval

Prerequisites: Education Professions I

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

**Counts as a directed elective or elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

**A College and Career Pathway, Career-Technical program, or Flex Credit course**

**Counts towards the 8-10 Career-Technical credits required for the Core 40 with Technical Honors**

**This course is part of the Education college and careers pathway.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INTRO TO CULINARY ARTS AND HOSPITALITY \*5438**

Course Length: Full Year – 1 Credit per semester

Grade Levels: 10 - 12 or Instructor Approval

Prerequisites: Nutrition and Wellness and Advanced Nutrition and Wellness

Description: Introduction to Culinary Arts and Hospitality is recommended for all students regardless of their career

cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate

for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-

based approach that utilizes higher order thinking, communication, leadership, and management processes

is recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation,

nutrition, customer relations and career investigation. Students are able to explore this industry and

examine their own career goals in light of their findings. Laboratory experiences that emphasize industry

practices and develop basic skills are required components of this course.

**A College and Career Pathway, Career-Technical program, or Flex Credit course**

**This course is part of the Culinary Arts college and careers pathway.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CULINARY ARTS AND HOSPITALITY MANAGEMENT \*5440**

Course Length: 1 year – 1 credit each semester (Dual Credit)

Grade Level: 11-12

Prerequisites: Culinary Arts and Hospitality I

Ivy Tech Dual Credit: HOSP 101

Description: Work-based experiences in the food industry are strongly encouraged. Culinary Arts and Hospitality Management prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hopitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications. Instruction and laboratory experiences will allow students to apply principles of purchasing, storage, preparation, and service of food and food product; apply basic principles of sanitation and safety in order to maintain safe and healthy food service and hospitality environments; use and maintain related tools and equipment; and apply management principles in food service or hospitality operations. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or “on-the-job” or a combination of the two. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students’ laboratory experiences. Students are monitored in their laboratory experiences by the Culinary Arts and Hospitality teacher. Articulation with postsecondary programs is encouraged.

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.**

**This course is aligned with postsecondary courses for Dual Credit**

**Credits: 1- 2 credits per semester, 2 semesters maximum, 4 credits maximum.**

**This is a year-long course that qualifies for 3 dual credits with Ivy Tech.**

**This course is part of the Culinary Arts college and careers pathway.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CULINARY ARTS AND HOSPITALITY MANAGEMENT II; HOSPITALITY 5458**

Course Length: One Year (Dual Credit)

Grade Levels: 11-12

Prerequisites: Culinary Arts and Hospitality Management

Ivy Tech Credit: HOSP 114

Description: Advanced Culinary Arts prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and baking and pastry arts. Major topics for this advanced course include: basic baking theory and skills, introduction to breads, introduction to pastry arts, nutrition, nutrition accommodations and adaptations, cost control and purchasing, and current marketing and trends. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition, aesthetic and sanitary selection; purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; baking and pastry arts skills; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; and related research, development, and testing. Intensive laboratory experiences may be either school-based or “on-the-job” or a combination of the two. Advanced Culinary Arts builds upon skills and techniques learned in to Culinary Arts and Hospitality I and II.

**A College and Career Pathway, Career-Technical program, or Flex Credit course**

**Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.**

**Credits: 1-2 credits per semester; maximum of 4 credits**

**This course is aligned with postsecondary courses for Dual Credit.**

**This course is part of the Culinary Arts college and careers pathway.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ADVANCES LIFE SCIENCE \*5072 (This class will be taught as independent study and needs instructor approval before enrolling.)**

Course Length: Full Year – 1 credit per semester

Grade Levels: 10 - 12 or Instructor Approval

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

Description: 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.  **This class will be taught as independent study and needs instructor approval before enrolling.**

**Counts as a directed elective or elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

**A College and Career Pathway, Career-Technical program, or Flex Credit course**

**Counts towards the 8-10 Career-Technical credits required for the Core 40 with Technical Honors**

**This course is part of the Education college and careers pathway.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**HUMAN AND SOCIAL SERVICES I \*5462**

Course Length: Full Year- 1 credit per semester

Grade Levels: 12

Prerequisites: Nutrition and Wellness, Child Development, or Human Development and Wellness.

Description: Human and Social Services I is an introductory/exploratory course for students interested in careers in human and community services and other helping professions. Areas of exploration include family and social services, youth development, and adult or elder care, and other for-profit sevices. This project based course will help students integrate higher order thinking , communication, leadership and management processes to conduct investigations in human and social services at the local, state, national or global/world level. Research and development, interdisciplinary projects, and/or collaboration with post secondary faculty, community agencies or organizations, or student organizations ar appropriate approaches. Students will be introduced to human and social services professions through presentations from a variety of guest speakers, job shadowing, field trips and introductory and exploratory field experiences. Case studies, role play, and application of professional codes of ethics will be utilized reflecting the challenges of working in diverse communities. Service learning experiences are highly recommended. Achievement of applicable FACS, academic and employability comptencies will be documented through a student portfolio.

**A College and Career Pathway, Career-Technical program, or Flex Credit course**

**Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.**

**Credits: 1 credits per semester; maximum of 6 credits**

**This course is part of the Culinary Arts college and careers pathway**

**HUMAN AND SOCIAL SERVICES II \*5336**

Course Length: Full Year- 1-3 credits per semester; maximum of 6 credits

Grade Levels: 12

Prerequisites: Human and Social Services I

Description: Human and Social Services II is a core component of the Family and Community Services pathway. The course prepares students for occupations and higher education programs related to assisting individuals and families in meeting their potentials. Through work-based experiences, students apply the knowledge and skills developed in the Human Services Foundations course. Concentration areas include family and social services, youth development, and adult and elder care. Ethical, legal, and safety issues, as well as helping processes and collaborative ways of working with others, will be addressed. Learning experiences will involve analysis of the influence of culture and socioeconomic factors on individual choices and opportunities, service delivery models, and theoretical perspectives. Intensive laboratory/field experiences in one or more human social service agencies are a required component of this course. Student laboratory/field experiences may be either school-based, if available, or “on the job” in community-based agencies, or a combination of the two. A standards-based plan guides the students’ laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Human and Social Services II teacher. Achievement of applicable standards will be documented through a student portfolio. Articulation with postsecondary programs is encouraged

**A College and Career Pathway, Career-Technical program, or Flex Credit course**

**Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.**

**Credits: 1 credits per semester; maximum of 6 credits**

**This course is part of the Culinary Arts college and careers pathway**

Health and Wellness Credit: The Health and Wellness one-credit requirement is fulfilled for a student if the student’s program includes three credits from the following Family and Consumer Sciences courses:

Child Development Human Development

Nutrition and Wellness Adult Roles and Responsibilities

Preparing for College and Careers Interpersonal Relationship

   **FINE ARTS/VISUAL ARTS**  

**BEGINNING CHORUS \*4182**

Course Length: Full Year – 1 credit per semester

Grade Level: 9 – 12

Description: Beginning Chorus includes students in grades 9 through 12 and performs choral works from the 16th through 21st centuries, focusing on secular and sacred choral music with limited performance of pop styles. The concert choir performs locally at a Winter and a Spring Concert. Additional performances will be at the discretion of the director. Emphasis is placed on developing proper vocal technique, music reading, tempo & rhythmic accuracy, intonation, and the study of diverse musical styles. Students will also learn the importance of teamwork and discipline through participating in a group of their peers. Small groups and solos may participate in the ISSMA Solo & Ensemble contest held in January or February of each year. Performance attendance and active participation in class are required. The purchase of performance attire may be expected.

**Core 40, Academic Honors and Technical Honors Diploma directed elective course elective..**

**Course may be taken for succesive semesters.**

**One of two fine arts directed elective credits required for an Academic Honors Diploma.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ADVANCED CHORUS \*4188**

Course Length: Full Year – 1 credit per semester

Grade Level: 10 – 12

Prerequisites: Prior school choir experience or permission of the director.

Description: Advanced Chorus includes students in grades 10 through 12 and performs choral works from the 16th through 21st centuries, focusing on secular and sacred choral music with limited performance of pop styles. The concert choir performs locally at a Winter and a Spring Concert. Additional performances will be at the discretion of the director. Emphasis is placed on developing proper vocal technique, music reading, tempo & rhythmic accuracy, intonation, and the study of diverse musical styles. Students will also learn the importance of teamwork and discipline through participating in a group of their peers. Small groups and solos may participate in the ISSMA Solo & Ensemble contest held in January or February of each year. Performance attendance and active participation in class are required. The purchase of performance attire may be expected.

**Core 40, Academic Honors and Technical Honors Diploma directed elective course elective..**

**Course may be taken for succesive semesters.**

**One of two fine arts directed elective credits required for an Academic Honors Diploma.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CONCERT BAND \*4170**

Course Length: Full Year – one credit per semester

Grade Level: 9 – 12 (8th grade per teacher approval)

Prerequisites: Prior school band experience or permission of the director.

Description: Beginning Concert Band includes students in grades 9 through 12 that were in a school band the previous school year. The band performs locally at a Winter and a Spring Concert, and also performs at the Indiana State School Music Association (ISSMA) Concert Band Festival. At most home football and basketball games, the high school band becomes the Frontier Pep Band to provide spirit and entertainment. Additional performances will be at the discretion of the director. Emphasis is placed on developing basic musical skills such as tone production, tempo & rhythmic accuracy, intonation, and the study of diverse musical styles. Students will also learn the importance of teamwork and discipline

through participating in a group of their peers. Students in high school band will have the opportunity to participate in district and state honor bands and are encouraged to participate in the ISSMA Solo & Ensemble contest. Performance attendance and active participation in class are required. The purchase of performance attire may be expected. Each student must have access to an instrument in good working condition to participate in the class.

**General, Core 40, Academic Honors and Technical Honors Diploma course elective.**

**Course may be taken for succesive semesters**

**One of two fine arts directed elective credits required for an Academic Honors Diploma**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INTRODUCTION TO TWO-DIMENSIONAL ART\*4000 (Offered 1st semester only)**

Course Length: One Semester – 1 credit

Grade Level: 9 – 12 (8th grade with teacher approval)

Prerequisites: None

Description: 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.

**General, Core 40 Diploma course elective.**

**Fulfills requirement for one of two fine arts credits for Core-40 with Academic Honors diploma and Core 40**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INTRODUCTION TO 3D ART \*4002 (Offered 2nd semester only)**

Course Length: One Semester - 1 credit

Grade Level: 9 – 12 (8th grade with approval)

Prerequisites: None

Description: 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.

**General, Core 40, Honors Diploma course elective.**

**Fulfills requirement for one of two fine arts credits for Core-40 with Academic Honors diploma**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ART HISTORY (Currently not offered)**

Course Length: One Semester – 1 credit

Grade Level: 9 - 12

Prerequisites: None

Description: Art History is a course based on the Indiana Academic Standards for Visual Art, Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activites; utilize research skills to discover social political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize,and make informed judgements about artwork and the nature of art; relate art to other disciplines and discover opportunites for integration;and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art related careeers.

**General, Core 40 course elective.**

**Fulfills requirement for one of two fine arts credits for Core-40 with Academic Honors diploma**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ADVANCED 3D ART\*4046 (Offered 2nd semester only)**

Course Length: One Semester - 1 credit

Grade Level: 10 - 12

Prerequisites: Introduction to Three-Dimensional Art & teacher approval

Description: Advanced 3D 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 lead to the creation of portfolio quality works. They reflect upon their work; 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 identify art related careers.

**General, Core 40 Diploma course electiv**e

**Fulfills requirement for one of two fine arts credits for Core-40 with Academic Honors diploma**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ADVANCED 2D ART \*4004 (Offered 1st semester only)**

Course Length: One Semester - 1 credit

Grade Level: 10 - 12

Prerequisites: Intro to 2D Art & teacher approval

Description: Advanced Two-Dimensional Art II is designed to allow students to produce works of art that express ideas, feelings, attitudes, beliefs, and make personal statements through various media. Emphasis will be on style and perception rather than technique or skill. Instruction will enable students to specialize in their preferred media to foster the development of advanced understanding and skills.

**General, Core 40, Technical Honors Diploma course elective**

**Fulfills requirement for one of two fine arts credits for Core-40 with Academic Honors diploma**

**PHOTOGRAPHY \*4062 (Offered 2ND semester only)**

Course Length: One Semester - 1 credit (Class size limited due to equipment)

Grade Level: 10 - 12

Prerequisites: Introduction to 2 Dimensional Art; Art History; or Instructor Approval

Description: Photography is a course based on Indiana Academic Standards for visual art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digial tools and dark room processes. They reflect upon their work; 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 identify art related careers.

**General, Core 40, Technical Honors Diploma course elective.**

**Fulfills requirement for one of two fine arts credits for Core-40 with Academic Honors diploma**

**ADVANCED 3D \*4044 (Offered 2ND semester only)**

Course Length: One Semester - 1 credit

Grade Level: 10 - 12

Prerequisites: Introduction to 3 Dimensional Art; Art History; Advanced 3Dimensional Art I; or Instructor Approval

Description: Sculpture is a course based on Indiana Academic Standards for visual art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction and assembling. They reflect upon, and refine their work; explore 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 identify art related careers.

**General, Core 40, Technical Honors Diploma course elective.**

**Fulfills requirement for one of two fine arts credits for Core-40 with Academic Honors diploma**

**FOREIGN LANGUAGE**

**SPANISH I \*2120**

Course Length: Full Year – 1 credit per semester

Grade Level: 9 – 12

Prerequisites: None

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

**General, Core 40, Technical Honors Diploma course elective.**

**Directed elective required for an Academic Honors Diploma.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SPANISH II \*2122**

Course Length: Full Year – 1 credit per semester

Grade Level: 9 – 12

Prerequisites: Spanish I

Description: 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.

**General, Core 40, Technical Honors Diploma course elective.**

**Directed elective required for an Academic Honors Diploma.**

**SPANISH III \*2124**

Course Length: Full Year – 1 credit per semester

Grade Level: 10 - 12

Prerequisites: Competion of Spanish I & Spanish II

Description: 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.

**General, Core 40, Technical Honars Diploma course elective**

**Directed elective required for an Academic Honors Diploma.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SPANISH IV \*2026 (Offered as an Independent Study only)**

Course Length: Full Year – 1 credit per semester

Grade Level: 11 - 12

Prerequisites: Spanish III

Description: 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 Indiana Department of Education 264 October 7, 2016 High School Course Titles & Descriptions using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student’s own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. 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.

**General, Core 40, Technical Honars Diploma course elective**

**Directed elective required for an Academic Honors Diploma.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**JAPANESE I \*2060**

Course Length: Full Year – 1 credit per semester

Grade Level: 9-12

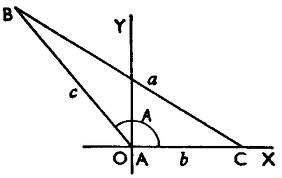
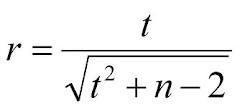
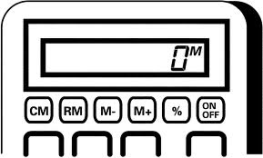
Prerequisites: None

Description: Japanese I, a coursed based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning Japanese language learning, and to various aspects of Japanese-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 addresses, participate in brief guided conversations on familiar topics, and write simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine practices, products and perspectives of Japanese-speaking culture; recongnize basic routine practices of the target culturel and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Japanese language and culture outside of the classroom.

**General, Core 40, Technical Honars Diploma course elective**

**Directed elective required for an Academic Honors Diploma.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MATHEMATICS**   

**ALGEBRA I LAB\*2516 (FORMERLY ALGEBRA ENRICHMENT)**

Course Length: Full Year – 1 credit per semester

Grade Level: 9 - 12

Prerequisites: Successful completion of 8th grade math; must also be enrolled in Algebra I

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

**A math credit only for a General Diploma or as an elective credit for the Core 40, Core 40 with Academic Honors or Core 40 with Technical Honors.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ALGEBRA I \*2520**

Course Length: Full Year – 1 credit per semester

Grade Level: 9 – 12 (8th Grade Honors with teacher recommendation only)

Prerequisites: Successful completion of 8th grade math

Description: Algebra I formalizes and extends the mathematics students learned in 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. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Process Standards for Mathematics apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**A General, Core 40, Academic Honors and Technical Honors Diploma course requirement.**

**ALGEBRA II \*2522**

Course Length: Full Year – 1credit per semester

Grade Level: 9 - 12

Prerequisites: Successful completion of Algebra I

Description: 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 properties of logarithms. Algebra II is made up of 7 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential and 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 each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**A Core 40, Academic Honors and Technical Honors Diploma course requirement. Fullfills the Algebra II requirement for all diplomas. Counts as a mathmatics course for all diplomas.**

**ANALYTICAL ALGEBRA II \*2524**

Course Length: 2 semester course, 1 credit per semester

Grade Level: 9 - 12

Prerequisites: Successful completion of Algebra I

Description: Analytical Algebra II builds on previous work with linear, quadratice and exponential functions and extends to include to include polynomial, rational, logarithmic, and other functions. Data analysis, statistics, and probability content should be included throughout the course as students collect and ue univariate and bivariate data to create and interpret mathmatical models. Additionally, Analytical Algebra II should focus on the application of mathmatices in various disciplines including business, finance, science, career and technical education, and social sciences, using technology to model real world problems with various function, using and translating between multiple representations. 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 the their ability to make sense of problem situations. This course is not recommended for students interested in pursuing a STEM degree at a four year institution; this course does not prepare students for PreCalculus/Trigomometry.

**Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas.**

**If students use this course to fulfill this credit, the parent and student must sign a consent form notifying the parent and the student that enrollment in Analytical Algebra II may affect the student’s ability to attend a particualar post secondary educational institution or enroll in a particular course at a particular post secondary educational institution because Analytical Algebra II may not align with academic requirements established by the post secondary educational system.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**GEOMETRY \*2532**

Course Length: Full Year – 1 credit per semester

Grade Level: 9 - 12

Prerequisites: Successful completion of Algebra I

Description: Geometry formalizes and extends students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Geometry consists of seven (7) strands: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-Dimensional Solids. The eight Process Standards for Mathematics apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**A Core40, Academic Honors and Technical Honors Diploma course requirement. Fullfills the Algebra II/Integrated III requirements for all diplomas. Counts as a mathmatics course for all diplomas.**

**PRE-CALCULUS /TRIGONOMETRY \*2564**

Course Length: Full Year – 1 credit per semester

Grade Level: 11 or 12

Prerequisites: Successful completion of Algebra I, Geometry, & Algebra II

Description: This course is one semester of Pre-Calculus and one semester of Trigonometry.

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. 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 many 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 course is designed for students who expect math to be a major component or 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 Process Standards for Mathematics apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and make sense of problem situations.

**An Academic Honors Diploma course requirement.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CALCULUS AB, ADVANCED PLACEMENT \*2562 (Advanced Placement - A/B)**

Course Length: Full Year – 1 credit per semester

Grade Level: 11 – 12

Prerequisites: Concurrent enrollment or successful completion of Pre-Calculus

Calculus is a weighted class for students who receive a B- or higher

Description: Calculus AB, Advanced Placement is a course based on content established by the College Board. The course is not intended to be used as a dual credit course. AP Calculus AB is equivalent to the 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 intergrals, and the Fundamental Theory 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.

**A Core 40, Academic Honors and Technical Honors Diploma course elective.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**FINITE MATHEMATICS**

Course Length: Full Year – 1 credit per semester

Grade Level: 11 or 12

Prerequisites: Successful completion of Algebra I, Geometry, and Algebra II.

Description: Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may or may not include calculus. Topics include: Sets, Matrices, Networks, Optimization, and Probability. The skills listed in these stands indicate what students should know and be able to do in Finite Math. The eight Processed Standards for Mathematics apply througout the course. Together with the content standards, the Processed Standards prescribe that students experience mathemathics as a coherent, useful, and logical subject that makes use of the their abililty to make sense of problem situations.

**A Core 40, Academic Honors, and Technical Honors Diploma course elective.**

**MATHEMATICS LAB \*2560**

Course Length: 1 semester course, 1 credit per semester, 8 credits maximum

Grade Level: 9-12

Prerequisites: None

Description: Mathematics Lab provides students with individualized instruction designed to support in completing mathematics coursework aligned with the Indiana’s Academic Standards for Mathematics. Mathematics Lab is to be taken in conjuntion with a Core 40 Mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with Algebra I Lab.

This is a PASS or FAIL class. No grade will be given.

**MATH 10 \*2531**

Course Length: 2 semester course, 1 credit per semester

Grade Level: 10-12

Prerequisites: Students who have attempted a complete year of Algebra I

Description: Math 10 is a new two semester course designed to reinforce and elevate the Algebra I and 7th & 8th grade geometry knowledge and skills necessary to successfully complete high school mathematics courses beyond Algebra I and essentials for passing the state’s graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendations of the Algebra I or Integrated Math I teacher based on diagnostic results of performance in Algebra I and/or mathematics competancy assessments. The standards for this course are aligned to the state standards that students need to master for success with the state’s graduation qualifying exam in mathematics and the the next level of math courses. Emphasis is on a a variety of instructional methods designed to meet each student’s needs and delivered through competency-based units with frequent pre and post assessment data analyzed to drive instructional design and delivery.

**Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Techical Honors Diplomas.**

**INTEGRATED MATHEMATICS I \*2554**

Course Length: 2 semester course, 1 credit per semester

Grade Level: 9-12

Prerequisites: None

Description: Integrated Mathematics I formalizes and extends the mathematics students learned in the middle grades. The critical areas deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. 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.

**Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Techical Honors Diplomas.**  **Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas.**

**INTEGRATED MATHEMATICS II \*2556**

Course Length: 2 semester course, 1 credit per semester

Grade Level: 9-12

Prerequisites: None

Description: Integrated Mathematics II focuses on quadratic expressions, equations, and functions by comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, rounds out the course. 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.

**Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Techical Honors Diplomas.**  **Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas.**

**PHYSICAL EDUCATION AND HEALTH** 

**HEALTH AND WELLNESS \*3506**

Course Length: One Semester – 1 credit

Grade Level: 9-10

Prerequisites: None

Description: 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.

**A General, Core 40, Academic Honors and Technical Honors Diploma course requirement.**

**Students may also meet the one semester Health & Wellness requirement by replacing Health & Wellness Course with FACS waiver courses see page 45 (taken during freshmen through senior years).**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PHYSICAL EDUCATION I & II \*3542 & \*3544**

Course Length: One FullYear – 1 credit per semester

Grade Level: 9

Prerequisites: None

Description: Physical Education 1 emphasizes health-related fitness and developing the skills and habits necessary for a lifetime of physical activity. Skill development, applying rules and strategies are a continuous part of the classes’ program. Activities for this class will be various indoor and outdoor sports, recreational team and individual based games, learning functional exercise movements, and class workouts. A proper base of strength and endurance will be established in Physical Education 1 to be prepared for Physical Education 2.

Description: Physical Education 2 emphasizes enjoyment for lifetime fitness and activity. Workouts will be more organized and challenging and students will begin to learn a larger variety of lifts using free weights. Students will work on developing their own exercise routine and class workouts will be more focused on teamwork. In addition to playing sports and games there will be more work done with free weights, gymnastics and plyometrics.

**A General, Core 40, Academic Honors and Technical Honors Diploma course requirement**

**Classes are coeducational unless activity involves bodily contact or groupings are based on objective standard of**

**individual performance.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ELECTIVE PHYSICAL EDUCATION III - IV – EXERCISE PHYSIOLOGY/WEIGHTLIFTING \*3560**

Course Length: One Semester – (May be taken more than once - 1 credit per semester)

Grade Level: 10-12 recommended for athletes\*

Prerequisites: Physical Education I & II and teacher approval if grade in P.E. II and I is lower than an 80%.

Class Size Limit: 16 Students

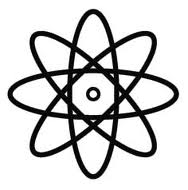
Description: Physical Education 3:“Advanced Falcon Fitness” will be a class dedicated to strength gains and human power production utilizing gymnastics and free weights. Units will cover gymnastic strength, hypertrophy, which is the increasing volume of muscle fibers, Powerlifting, Olympic lifting and HIIT Training. It promotes lifetime fitness and healthy recreation. Assessment will be based on daily participation, and improvement in personal biomarkers throughout the semester.

Description: Physical Education 4: “Falcon Power & Speed” will be a class dedicated to the Olympic lifts and their many variations, jumps, banded speed lifts and sprints. The class will focus on different aspect of speed and power in sub-units and then develop full workout days that enhance power and/or speed. Assessment will be based on daily participation, and improvement in personal biomarkers throughout the semester.

**Class are coeducational unless activities involve bodily contact and groupings are based on objective standard of individual performance developed and applied without duplication.**

**Classes may be taken again for one additional credit.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCIENCE** 

**BIOLOGY I \*3024**

Course Length: Full Year – 1 credit per semester

Grade Level: 9-10

Prerequisites: None

Description: 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 focuses 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.

**A General, Core 40, Academic Honors and Technical Honors Diploma course requirement.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**BIOLOGY II \*3026—Offered in even graduation years (2019-2020) (2021-2022) (2023-2024)**

Course Length: Full Year – 1 credit per semester

Grade Level: 10-12

Prerequisites: Successful completion of Biology I with C or better

Description: 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, stressing a more in-depth investigation of one or more specialized biological disciplines, such as ecology, comparative anatomy and physiology, genetics, botany, and zoology for an in-depth study of the application of biological concepts and principles to specific environmental issues.

**A General, Core 40, Academic Honors and Technical Honors Diploma course elective.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CHEMISTRY I \*3064**

Course Length: Full Year – 1 credit per semester

Grade Level: 10-12

Prerequisites: Successful completion of Algebra I - “C” or better. Completion of or concurrent enrollment in Algebra II

Description: Chemistry I is a course based on the following core topics: properties and the states of matter; atomic structure and the periodic table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction focuses 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.

**A Core 40, Academic Honors and Technical Honors Diploma course option.**

**ICP and Physics are altenative options.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACP CHEMISTRY \*3066 (Offered on odd graduation years (2020-2021) (2022-2023) (2024-2025)**

Course Length: Full Year – 1 credit per semester

Grade Level: 11-12

Prerequisites: Successful completion of Chemistry I – “C” or better.

Description ACP Chemistry is a dual credit course through Indiana University that is the equivalent of CHEM 101 and CHEM 121 (Elementary Chemistry 1 and Elementary Chemistry 1 Lab).  The course covers the essential principles of chemistry, atomic and molecular structure, bonding, properties and reactions of elements and compounds, stoichiometry, solutions, and acids and bases.  Additionally, chemical equilibrium, thermochemistry, kinetics, and oxidation and reduction are covered.  The lab portion provides an introduction to the techniques and reasoning of experimental chemistry.  ACP Chemistry is structured as a college course (quizzes, assignments, 4 exams, a cumulative final exam, lab reports, lab exams) and requires a higher degree of student responsibility than Chemistry 1.  Course fees and textbook purchase are required.

**A general, core 40, academic honors and technical honors diploma course elective.**

**ACP Chemistry is a weighted class for students who receive a B- or better.  
Quanitative Reasoning Course. 5 Dual credits with Indiana University. (3 class, 2 lab)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**EARTH AND SPACE SCIENCE \*3044 (ONLY OFFERED ON EVEN GRADUATION YEARS) 2018, 2020….**

Course Length: Full Year – 1 credit per semester

Grade Level: 9-12

Prerequisites: None

Description: Earth and Space Science I is a course focused on the following core topics: the universe; the solar system; Earth cycles and systems; the atmosphere and hydrosphere; the solid Earth; 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 focuses 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.

**A General, Core 40, Academic Honors and Technical Honors Diploma course elective.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INTEGRATED CHEMISTRY-PHYSICS (ICP) \*3108 (ONLY OFFERED ON ODD GRADUATION YEARS) 2019, 2021…**

Course Length: Full Year – 1 credit per semester

Grade Level: 9-12

Prerequisites: None

Description: Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration; Newton’s laws of motion; energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. Instruction focuses 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.

**A Core 40 or Core 40 with Technical Honors Diploma course option.**

**Chemistry I and Physics are alternative options.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PHYSICS I \*3084 (OFFERED IN EVEN GRADUATION YEARS ONLY) (2019-2020) (2021-2022) (2023-2024)**

Course Length: Full Year – 1 credit per semester

Grade Level: 11-12

Prerequisites: Successful completion of Algebra II and Chemistry I

Description: Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. Instruction focuses 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.

**A Core 40, Academic Honors and Technical Honors Diploma course option.**

**Physics is a weighted class for students who receive a B- or higher.**

**ICP and Chemistry I are alternative options.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ANATOMY AND PHYSIOLOGY \*5276 –Offered only in odd graduation years (2020-2021) (2022-2023) (2024-2025)**

Course Length: Two semester, 1 credit per semester

Grade Level: 11-12

Prerequisites: Chemistry, Introduction to Health Care Systems, First-Year course of same discipline (Biology)

Description: Anatomy & Physiology is a course in which students explore scientific knowledge that 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. In the science classroom, student work includes: the process of homeostasis and

the essentials of human function at the level of genes, cells, tissues, and organ systems. At the

conclusion of this course, students should be able to 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.

This course includes ample laboratory experiences that illustrate the application of the standards to the

appropriate cells, tissues, organs, and organ systems. Students should be able to use basic laboratory

equipment such as microscopes, balances, and pipettes.

**Fulfills a Core 40 Science course requirement for the General, Core 40, Core 40 with Academic**

**Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or Directed**

**Elective for any diploma.**

..\..\..\Program Files\Common Files\Microsoft Shared\Clipart\cagcat50\PE01753_.wmf**SOCIAL STUDIES** 

**CURRENT EVENTS \*1512 (CURRENTLY NOT OFFERED)**

Course Length: One Semester – 1 credit

Grade Level: 10 - 12

Prerequisites: None

Description: Current Events will take an analytical approach in studying the current issues of our time. Students gain skill in recognizing cause and effect relationships; recognizing fallacies in reasoning and propaganda devices; synthesizing knowledge into useful patterns; stating and restating hypotheses; and generalizing based upon evidence. This course will also include a basic study of sociological terms and concepts.

Current Events students will also develop an appreciation of regular news watching: CBS Evening News, NBC Nightly News; 60 Minutes and CBS Sunday Morning; students will also develop an appreciation of reading daily newspapers by reading news articles from the Lafayette, Journal and Courier, N.Y. Times, Washington Post: students will also be made aware of pertinent documentaries from Frontline and Nova.

**A General, Core 40, Academic Honors and Technical Honors Diploma course elective.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ECONOMICS \*1514**

Course Length: One Semester – 1 credit

Grade Level: 12

Prerequisites: None

Description: Economics examines the allocation of scarce resources and the economic reasoning used by people as consumers, producers, savers, investors, workers, citizens, and agents of the government. The guiding themes of this course are outlined by the Indiana Standards for Economics. Key elements students will examine include scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade.

**Core 40, Academic Honors and Technical Honors Diploma course requirement.**

**GEOGRAPHY AND HISTORY OF THE WORLD \*1570 (CURRENTLY NOT OFFERED)**

Course Length: Full Year – 2 credits

Grade Level: 10 - 12

Prerequisites: None

Description: Geography and History of the World is designed to enable students to use the geographic “way of looking at the world” to deepen their understanding of major global themes that have manifested themselves over time-for examples, the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Specific geographic and historical skills and concepts of the period beginning in 1000 EC. The skills are grouped into five sets, each representing a fundamental step in a comprehensive investivgative/inquiry procedure. They are: forming research questions, acquiring 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 in Geography and History of the World include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interacation. By using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predicitons about major global developments. This class 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 employment in the 21st Century.

**Core 40, Academic Honors and Technical Honors Diploma course requirement.**

**Students may choose World History/Civilization to replace this requirement.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PSYCHOLOGY \*1532 (CURRENTLY NOT OFFERED)**

Course Length: 1 Semester – 1 credit

Grade Level: 11 - 12

Prerequisites: None

Description: Psychology is the scientific study of mental processes and behavior. The Standards have been divided into six content areas. These areas include: Scientific Methods, Developmental, Cognitive, Personality, Assessment and Mental Health, Socio-cultural and Biological Bases of Behavior. In the Scientific Methods area, research methods and ethical considerations are discussed. Developmental psychology takes a life span approach to physical, cognitive, language, emothional, social, and moral development. Cognitive aspedcts of psychology focuses on learning, memory, information processing, and language. Personality, Assessment and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and the influence of the group on the individual. The Biological Bases focuses on the way the brain and nervous system functions, including topics such as sensation, perception, motivation, and emotion.

**A General, Core 40, Academic Honors and Technical Honors Diploma course elective.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**UNITED STATES GOVERNMENT \*1540**

Course Length: One Semester – 1 credit

Grade Level: 12

Prerequisites: None

Description: United States Government course provides a framework for understanding the purpose, principles and practices of the American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government. The guiding themes of this course are outlined by the Indiana Standards for United States Government. Key subjects students will examine include the nature of politics and government, foundations of U.S. Government, purposes, principles, and institutions of the U.S. Government, relationships with other nations, and the roles of citizens.

**A General, Core 40, Academic Honors and Technical Honors Diploma course requirement.**

**U.S. HISTORY \*1542**

Course Length: Full Year – 1 credit per semester

Grade Level: 11

Prerequisites: None

Description: U.S. History is a requirement for graduation from high school in the state of Indiana. U.S. History allows the student to study the exploration, settlement, and growth of the United States. This course will also include a study of political, social, and economic progress to the present time. The student will also study the Constitution of the United States. This course will cover both the 19th and 20th centuries.

**A General, Core 40, Academic Honors and Technical Honors Diploma course requirement.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**U.S. HISTORY \*1542 Dual Credit**

Course Length: Full Year – 1 credit per semester

Grade Level: 11

Prerequisites: Must have a GPA for a 2.70 or higher to receive Dual Credits

Indiana University Dual Credit: H1055/106. Three college credits issued upon completion.

Dual Credit course fee may be required. Class will be offered during zero period and online.

Description: U.S. History is a requirement for graduation from high school in the state of Indiana. U.S. History allows the student to study the exploration, settlement, and growth of the United States. This course will also include a study of political, social, and economic progress to the present time. The student will also study the Constitution of the United States. This course will cover both the 19th and 20th centuries.

**A General, Core 40, Academic Honors and Technical Honors Diploma course requirement.**

**WORLD HISTORY AND CIVILIZATION \*1548**

Course Length: Full Year – 2 credits

Grade Level: 10 - 12

Prerequisites: None

Description: World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas of the earth and that significantly influenced people and places in subsequent eras. Some key events and developments pertain primarily to particular peoples and places; others, by contrast, involve transcultural interactions and exchanges between various peoples and places in different parts of the world. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. They are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. Students are expected to examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Finally, students are expected to apply content knowledge to the practice of thinking and inquiry skills and processes. There should be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

**A General, Core 40, Academic Honors and Technical Honors Diploma course requirement.**

**Students may choose Geography/History of the World to replace this requirement.**

**TECHNOLOGY EDUCATION**

**INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS \*4796**

Course Length: Full year – 1 credit per semester

Grade Level: 9 - 12

Prerequisites: IED or teacher approval

Ivy Tech Dual Credit: MPRO 100 INTRO PLANT AND FLOOR AND CNC & MPRO 106 INTRO TO WORKPLACE AND SAFETY

Description: *Introduction to Advanced Manufacturing and Logistics* is a course that specializes in how people use modern manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students 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 investigate the properties of engineered materials such as: metallics; polymers; separating; conditioning; finishing; and assembling. After gaining a working knowledge of these materials, students are introduced to advances manufacturing, logistics, and business principles that are utilized in today’s advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, MSDS’s, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

**A General, Core 40, Academic Honors and Technical Honors Diploma course elective.**

**A College and Career Pathway, Career-Technical program, or Flex Credit course.**

**This course is aligned with postsecondary courses for Dual Credit**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**INTRODUCTION TO ENGINEERING DESIGN (IED) \*4802**

Course Length: Full Year – 1 credit per semester

Grade Level: 9 - 12

Prerequisites: Pre-Algebra (B or better) and teacher approval of new 8th graders

Ivy Tech Dual Credit: DESN 102 TECHNICAL GRAPHICS

Description: Introduction to Engineering Design is an introductory course which develops student problem solving skills using the design process. Students document their progress of solutinos as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. (Project Lead the Way Course)

**A General, Core 40, Academic Honors and Technical Honors Diploma course elective.**

**A College and Career Pathway, Career-Technical program, or Flex Credit course.**

**PRINCIPLES OF ENGINEERING (POE) \*5644**

Course Length: Full Year – 1 credit per semester

Grade Level: 10-12

Prerequisites: IED, Grade of A in Algebra and Grade of B or better in Geometry, Teacher Recommendation

Ivy Tech Dual Credit: DESN 104 MECHANICAL GRAPHICS

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

**A General, Core 40, Academic Honors and Technical Honors Diploma course elective.**

**A College and Career Pathway, Career-Technical program, or Flex Credit course.**

**Dual-Credit with Ivy Tech is available to those students who meet required prerequisites and pass end of course assessment.**

**ENGINEERING DESIGN AND DEVELOPMENT (Non-PLTW) \*5698**

Course Length: Full Year; 1 credit per semester

Grade Level: 9-12

Prerequesites: Introduction to Engineering and Design & Principles of Engineering (Can be taken as an independent study)

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

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**COMPUTER SCIENCE I \*4801**

Course Length: Full Year; 1 credit per semester

Grade Level: 10-12

Prerequesites: None

Recommended Prerequisites: Introduction to Computer Science

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

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. Fulfills a science course requirement for all diplomas. Qualifies as a quantitative reasoning course.**

**COMPUTER SCIENCE II: PROGRAMMING \*5236**

Course Length: Full Year; 1 credit per semester

Grade Level: 11-12

Prerequesites: Instructor Approval & Computer Science I

Description: Computer Science II Programming explores and builds skills in programming and a basic undestanding of the fundamentals of procedural program development using structured, modular concepts. Course work emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures,arrays and pointers. An emphasis on logical program design using a modular approach, which involves task oriented program functions.

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. Qualifies as a quantitative reasoning course. Fulfills a science course requirement for all diplomas. Qualifies as a quantitative reasoning course.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**COMPUTER SCIENCE III: SOFTWARD DEVELOPMENT CAPSTONE \*5249**

Course Length: Full Year; 1 credit per semester

Grade Level: 12

Prerequesites: Instructor Approval & Computer Science I

Recommended Prerequisites: Computer Science II

Computer Science III: Software Development focuses on gaining knowledge and acquiring competencies in the processes, techniques and tools used to develop production quality software. The course framework aligns with professional standards and situates software development within the context of a software project, providing a focus on requirements development and management, project scheduling, project success metrics, code design, development and review principles, testing procedures, release and revision processes, and project archival. An additional topic provides exposure to career opportunities within the software development field. The final product of this capstone experience is a working software product that adheres to industry standards.

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. Qualifies as a quantitative reasoning course. Fulfills a science course requirement for all diplomas. Qualifies as a quantitative reasoning course.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**INFORMATION TECHNOLOGY SUPPORT I \*5230**

Course Length: Full Year; 1 credit per semester

Grade Level: 10-11

Prerequesites: None

Recommended Prerequisites: Digital Applications and Responsibility; Introduction to Computer Science

Information Technology Support allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems.

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.**

**RADIO AND TELEVISION I \*5986 (Not offered at this time)**

Course Length: Full Year; 1 credit per semester

Grade Level: 11-12

Prerequesites: Interactive Media

Description: Radio and television I focuses on communication, media and production. Empasis is placed on career opportunities, production, programming, promotion, sales, performance, and equipment operation. Students will also study the history of communication systems as well as communication ethics and law. Students will develop oral and written communation skills, aquire software and equipment operational abilities, and intergrate team work skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and internships.

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CIVIL ENGINEERING AND ARCHITECTURE \*4820**

Course Length: Full Year; 1 credit per semester; 2 semesters required

Grade Level: 11-12

Prerequesites: Introduction to Engineering and Design and Principles of Engineering

Description: 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. 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.

**Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. Counts as a quantitative reasoning course.**

**SPECIAL EDUCATION PROGRAM**

The Special Education Program provides services to Frontier students with disabilities. The services provided to these students in the Resource Room include study and test taking assistance, direct instruction in academic subject areas, life social skills, accommodations, support for behavior and academic goals, and consultation for general education teachers in mainstream classes. Eligibility for special education services is normally based on the evaluations of teachers and a licensed school psychologist. Placement into the special education program is then determined by a case conference committee made up of parents, teachers, administrators, counselors, the psychologist, and a representative from Cooperative School Services. The committee decides on the least restrictive environment for the student’s placement and an Individual Transition Plan (ITP) and Individualized Education Program (IEP) are written based on this. The IEP is a legal document and contains specific goals and objectives for the student’s education. After initial placement into the special education program, and the student’s progress is monitored for progress and continued eligibility is determined annually. The conference committee meets yearly to review each student’s progress and revise the IEP for the next school year.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**QUANTITATIVE REASONING (QR) COURSES**

The State Board created a new category of courses called “Quantitative Reasoning” courses. These are existing courses that help advance a student’s ability to apply mathematics in real-world situations and contexts. General diploma students will be required to earn two (2) credits in a Mathematics course or a Quantitative Reasoning course during their junior or senior year. Core 40, Academic Honors, and Technical Honors students will be required to be enrolled in a Mathematics course or a Quantitative Reasoning course each year they are in high school. QR courses DO NOT count as a math credit.

Current Frontier courses considered to be Quantitative Reasoning courses include the following:

Advanced Life Sciences Animals

Advanced Life Sciences Food

Advanceed Life Sciences Plant and Soil

Agribusiness Management

AP Chemistry

Chemistry I

Civil Engineering and Architecture

Computer Science I, II and III

Economics

Engineering Design and Development

Integrated Chemistry Physics

Landscape Management

Landscape Management II

Personal Finance

Principles of Engineering

Physics

New courses eligible for QR, will be available through the Guidance Counselor.

**CAREER AND TECHNICAL EDUCATION (C&TE)**

**INDIAN TRAILS CAREER AND TECHNICAL EDUCATION COOPERATIVE**

**THE FOLLOWING CLASSES ARE OFFERED AT NEIGHBORING SCHOOLS**

In order to provide more students an opportunity to participate in career and technical subject offerings, Frontier School Corporation is a participant in an eleven-school Career and Technical Education cooperative. The eleven school corporations that participate are Carroll, Delphi, Frontier, Kankakee Valley, North Newton, North White, Rensselaer, South Newton, Tri-County, Twin Lakes, and West Central. Other Indian Trails schools may provide a course offering that is not available here at Frontier.

The following Career and Technical Education programs are offered in the Indian Trails Career and Technical Education cooperative: Agriculture, Auto Service, Building Trades, Business, Computer Repair, Computer Technology, Cosmetology, Culinary Arts, Early Childhood Education, Education Professions, Family and Consumer Sciences, Graphic Imaging Technology, Fire Science, Health Careers, Information Technology, Interdisciplinary Cooperative Education (ICE), Law Enforcement, Lodging Management, Marketing, Project Lead the Way Engineering, Project Lead the Way Biomedical Sciences, and Welding. Each of these provides students with a wide range of courses designed to give them entry-level job skills, as well as academic skills for post-secondary education. Interested students must apply for acceptance into the program of their choice.

The following C&TE programs are included in this section of the Course Guide: Auto Service, Building Trades, Cosmetology, Early Childhood Education, Education Professions, Culinary Arts, Fire Science/Rescue/Homeland Security, Graphics Imaging Technology, Health Care, Interdisciplinary Cooperative Education (ICE), Law Enforcement, Physical Therapy, PLTW Biomedical Science, PLTW Pre-Engineering, and Welding. Agriculture, Business, Family and Consumer Science, and Technology have their own sections of the Course Guide.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VOCATIONAL EDUCATION - GENERAL ADMISSION REQUIREMENTS**

Admission to the programs available through the Indian Trails Career Center or Ivy Tech College (or other post-high school institution) will be dependent upon several factors. In general, each student will be expected to have:

1. A sincere interest in Vocational/Technical Education.

2. A permissive academic schedule.

3. Proper attitude toward school and work.

4. Good health.

5. Ability to meet specific requirements of a particular course.

Completed the 10th grade.

Proper attitude toward strict class rules and regulations.

Parental permission and home school counselor recommendation.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**AUTOMOTIVE SERVICES TECHNOLOGY I-II \*5510 & \*5546**

Course Length: Full Year – 3 credits per semester

Grade Level: 11 or 12

Prerequisite: None

Requirements: Transportation will be provided by Frontier. You will need a travel time block.

Description: Automotive Services Technology I-II is a two-year course that prepares the student for entry-level employment in the service trades of the automotive industry. Areas of instruction include: lubrication systems, cooling systems, minor and major repairs, fundamental theory, major diagnostic service, adjustment and replacement of component parts, and accessories of the auto. Each student will be required to purchase a basic set of hand tools and tool box.

**This course has an articulation agreement with Ivy Tech. Some credit can be transferred.**

**Core 40 directive elective as part of a technical career area.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONSTRUCTION TRADES \*5580**

Course Length: Full Year – 3 credits per semester

Grade Level: 11 - 12

Prerequisite: Must complete Application, and Instructor Approval

Requirements: Transportation will be provided by Frontier. You will need a travel time block.

Description: Construction Technology I includes classroom and laboratory experiences concerned with the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of building construction to present-day applications emphasizing future trends in construction as a career. Provide instruction and practice in the use of working drawings and applications from the print to the work. Includes relationship of using details, interpretation of dimensions, transposing scale, tolerance, electrical symbols, sections, interiors list, architectural plans, geometric construction, three-dimensional drawing techniques, and sketching will be presented as well of elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Examines the design and construction of floor and wall systems and student develops the skill needed for layout and construction of floor and wall systems from blueprints and professional planning documents. Instruction will be giving in the following areas, administrative requirements, definitions, building planning, foundations, wall coverings, roof and ceiling construction, and roof assemblies. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two family dwelling and safety practices including Occupational Safety and Health Administration’s Safety & Health Standards for the construction industry.

**Core 40 directive elective as part of a technical career area.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CONSTRUCTION TRADES II \*5578**

Course Length: Full Year – 3 credits per semester

Grade Level: 11 - 12

Prerequisite: Must complete Application and Instructor Approval

Requirements: Transportation will be provided by Frontier. You will need a travel time block.

Description: Construction Technology II includes classroom and laboratory experiences concerned with the formation, installation, maintenance, and repair buildings, homes, and other structures including recent trends in residential construction industry. Information is presented concerning materials, occupations, and professional organizations within the industry. Develops basic knowledge, skills, and awareness of interior trim. Provides training and installation of drywall, molding, interior doors, kitchen cabinets, and baseboard moldings. Develop skills in the finishing of the exterior of the building. The student obtained skills and the installation of the cornice, windows, doors and various types of sidings used in today’s

marketplace. Studies the design and construction of roof systems. Use of the framing square for traditional rafters and truss roofing.

**Core 40 directive elective as part of a technical career area.**

**COSMETOLOGY I \*5802**

Course Length: Senior Year – Must attend summer before senior year.

Grade Level: 12

Prerequisite: Must complete Application and be approved.

Requirements: Taught at Christina and Company in Lafayettte. Students/Parents pay the majority of tuition. Must provide own transportation.

Description: Cosmetology offers an introduction with emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring, business and personal ethics and bacteriology and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. The state of Indiana requires a total of 1500 hrs. of instruction for licensure. To meet the special requirements set by the State Board of Beauty Culture, students must meet a minimum of 20 hours per week. This program is a “contracted” program and the students must travel daily to either Logansport or Lafayette. Your local school corporation will pay a portion of your tuition to attend these Cosmetology school. For additional information concerning this program, please see your guidance counselor or vocational director.

**Core 40 directive elective as part of a technical career area**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**HEALTH SCIENCE EDUCATION I \*5282**

Course Length: Full Year - 3 credits per semester – four hour block including travel.

Grade Level: 12

Prerequisites: Complete application and be approved.

Requirements: Transportation will be provided by Frontier. You will need a travel time block.

Description: Health Science Education I addresses skills common to specific healthcare topics such as patient nursing care, dental care, animal care, medical laboratory, public health, an introduction to healthcare systems, anatomy, physiology, and medical terminology. Leadership skills developed through HOSA participation are also included. Lab experiences are organized and planned around the activities associated with the student’s career objectives. Job seeking a job maintenance skills, personal management skills, self analysis to aid and career selection and completion of the application process for admissions into a postsecondary program of their choice are also included in this course.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**HEALTH SCIENCE EDUCATION II \*5284**

Course Length: Full Year - 3 credits per semester – four hour block including travel.

Grade Level: 12

Prerequisites: Complete application and be approved.

Requirements: Transportation will be provided by Frontier. You will need a travel time block.

Description: Health Science Education II is an extended laboratory experience of the student’s choice of clinical site designed to provide students the opportunity to assume the role of a healthcare provider in practice technical skills pretty similar in the classroom, including information on the health care system and employment opportunities at a variety of entry levels, an overview of the healthcare delivery systems, healthcare team and legal and ethical considerations. It prepares students with the knowledge, skills and attitudes essential for providing basic care and extended care facilities, hospital and home health agencies under the directions of licensed nurses, technicians and staff. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for missions into a postsecondary program. HOSA, the health science student organization, encourages development of leadership, communication, community service and healthcare related skills.

**This course has an articulation agreement with Ivy Tech. Some credit can be transferred.**

**HUMAN BODY SYSTEMS – Project Lead the Way \*5216**

Course Length: Full Year - 1 Credit per semester

Grade Level: 10-12

Prerequisite: Principles in Biomed

Requirements: Transportation will be provided by Frontier. You will need a travel time block.

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

**Core 40/Academic Honors Diploma science course.**

**If student performs well on the End of Course Assessment (ECA) for this course, they could earn dual credits with IUPUI. IUPUI charges for those credits.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WORK BASED LEARNING**

\*5974 MULTIPLE PATHWAY

\*5975 ADVANCED MANUFACTURING AND ENGINEERING

\*5260 BUSINESSAND MARKETING

\*5480 FAMILY AND CONSUMER SCIENCE

\*5207 HEALTH SCIENCES

\*5892 TRADE AND INDUSTRY

Course Length: Full Year - 3 credits per semester (minimum of 15 hours work per week)

Grade Level: 12

Prerequisites: PCC, and 4 credits in the students pathway.

Description: Work Based Learning is a one-year senior vocational program which prepares students for college and career. This strategy builds student’s skills and knowledge in their chosen path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student’s workbased learning experiences and assist in evaluating achievement and performance. Students have the opportunity to apply concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry setings. Therefore, at least two courses in a student’s pathway would be prerequisite to the student enrolling in the stand-alone WBL courses.

**Core 40 directed elective if taken as part of a technical career area sequence.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CRIMINAL JUSTICE I - PROTECTIVE SERVICES \*5822 (In conjunction with Criminal Investigation)**

Course Length: Full Year –6 credits/year; 3 credit/semester

Grade Level: 11 - 12

Prerequisite: Complete Application and be approved.

Requirements: Transportation will be provided by Frontier. You will need a travel time block

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

**Core 40 directed elective if taken as part of a technical career area sequence.**

**CRIMINAL JUSTICE II - CRIMINAL INVESTIGATION \*5824 (In conjunction with Protective Services)**

Course Length: Full Year – 6 credits/year; 3 credit/semester

Grade Level: 11 - 12

Prerequisite: Complete Application and be approved.

Requirements: Transportation will be provided by Frontier. You will need a travel time block

Description: Criminal Justice II – Criminal Investigation introduces the students to concepts and practices in controlling traffic as well as forensic investigation at crime scenes. Students love opportunity sees mathematical skills in crash reconstruction and analysis activities requiring measurements in performance and speed/acceleration copulations.additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry as well as collection of evidence and search for witnesses, developing and questioning suspects, and protecting the integrity of physical evidence found at the scene and while in transit to a forensic science laboratory. Procedures for the use in control of informants, inquiries keyed to basic leads, and other information gathering activities and chain of custody procedures will also be reviewed.

**Core 40 directed elective if taken as part of a technical career area sequence.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MEDICAL INTERVENTION \*5217 – Project Lead the Way**

Course Length: Full Year Course – 1 Credit per semester

Grade Level: 11-12

Prerequisite: Human Body Systems

Requirements: Transportation will be provided by Frontier. You will need a travel time block.

Description: Medical Intervention studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study design and development of various interventions including vascular stents, cookie or implants, and prosthetic limbs. Lessons will cover the history of organ transplants in gene therapy with additional

readings from current scientific literature addressing cutting-edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein.

**Core 40/Academic Honors Diploma science course.**

**If student performs well on the End of Course Assessment (ECA) for this course, they could earn dual credits with IUPUI. IUPUI charges for those credits.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**MEDICAL TERMINOLOGY \*5274**

Course Length: Full Year – 4 credits/year

Grade Level: 11 - 12 - Delphi HS; 11-12 Twin Lakes

Prerequisite: Complete Application and be approved.

Requirements: Transportation will be provided by Frontier. You will need a travel time block.

Description: Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word apart meanings taught within the context of body systems. This course builds skills and pronouncing, spelling, and defining new words and counter in verbal and written information. Students have the opportunity to acquire skills in interpreting medical records and communications accurately and logically. Emphasis is on forming a foundation for a medical vocabulary including meaning, spelling, and pronunciation. Medical abbreviations, signs, and symbols are included. If possible, the course should be taken in conjuction the Health Occupations or Health Careers 1 course.

**This course has an articulation agreement with Ivy Tech. Some credit can be transferred.**

**PRINCIPLES OF BIOMEDICAL SCIENCES \*5218 – Project Lead the Way**

Course Length: Full Year Course – 1 Credit per semester

Grade Level: 9-12

Prerequisite: Algebra I or 8th grade Algebra with a B or better

Requirements: Transportation will be provided by Frontier. You will need a travel time block.

Description: Principles of Biomedical Sciences provides an introduction of the biomedical sciences through exciting “hands-on” projects and problems. Student work involves the study of human medicine, research processes and an introduction to bio-informatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the student investigate lifestyle choices and medical treatments that might have prolonged the person’s life. Key biological concepts including: homeostasis, metabilism, inheritance of traits, feedback systems, and defense against disease are embedded in the curriculum. Engineering principles such as the design process feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all the courses in the Biomedical Sciences program to lay the scientific foundation necessary for student success in the subsequent courses. Students will dissect a pig heart during the first semester. Students who cannot complete this activity should not register for this course. A grant proposal at the end of the year is the final exam. As part of a group, students will be required to write a proposal for a medical grant related to the cause of death of the fictional person.

**Core 40/Academic Honors Diploma science course.**

**If student performs well on the End of Course Assessment (ECA) for this course, they could earn dual credits with IUPUI. IUPUI charges for those credits.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**BIOMEDICAL INNOVATION**

Course Length: Full Year – 2 credits/year—1

Prerequisite: Human Body Systems and at least concurrent enrollment in Medical Intervention

Grade Level: 12

Requirements: Transportation will be provided by Frontier. You will need a travel time block.

Description: In this course, students design innovative solutions for the health challenges of the 21st century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project with a mentor or advisor from a university, hospital, research institution, or biomedical industry. Throughout the course, students are expected to present their work to an audience of STEM professionals. Students must provide their own transportation to clinical sites.

**Core 40/Academic Honors Diploma science course**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COMMERCIAL PHOTOGRAPHY 1**

Course Length: Full Year – 4 credits/year—2 credits per semester

Prerequisite: None

Grade Level: 12

Requirements: Transportation will be provided by Frontier. You will need a travel time block. Offered in the morning only.

DUAL CREDIT WITH IVY TECH AND VINCENNES UNIVERSITY

Description: 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; lightning 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 material that visually communicate ides and information.

**Core 40/Academic Honors Diploma Technical Honors Diploma.**

**ARTICULATED COURSES FOR FRONTIER JR/SR HIGH SCHOOL**

**AND   
IVY TECH STATE COLLEGE ARTICULATED/DUAL CREDITS**

Frontier Jr/Sr High School Course(s) Ivy Tech State College-Lafayette Course(s)

Business Management: Interactive Media OFAD110 Presentation Graphics

Principles of Business Mngt BUSN101 Introduction to Business

Principles of Marketing/Entrepreneurship MKTG101 Introduction to Business

Entrepreneurship & New Ventures ENTR101 Entrepreneurship & Enterprise

Business Law & Ethics BUSN201 Business Law

Engineering Technology: Intro to Engineering DESN 102 Technical Graphics

Principles of Engineering DESN104 Mechanical Graphics

Intro to Adv. Manufacturing MPRO100 Intro to Plant Floor and CNC  
 MPRO 106 Intro to Workplace and Safety   
\*Adv Manufacturing I ADMF101 Key Principles of Adv Manuf

\*Adv Manufacturing II ADMF102 Technology & Adv Manuf

Sciences: \*Biology II BIOL 101 Intro to Biology

\*AP Chemistry (Chem II) CHEM101 Introduction to Chemistry

Agriculture: Natural Resources AGRI 115 Natural Resources Management

Agribusiness Management AGRI 102 Agribusiness & Farm Mgnt

Food Science AGRI 104 Food Science  
 Animal Science AGRI 103 Animal Science  
 Ag Power, Structure, & Technology AGRI 106 Agricultural Mechinazations  
 Horticulture AGRI 116 Survey of Horticulture

Landscape Management LAND 103 Landscape Management

Sustainable Energy SUST 100 Intro to Renewable Energy Systems

Plant & Soil Science AGRI 105 Plant and Science

Advanced Life Science Animal AGRI 107 Advanced Life Science

Advanced Life Science Foods AGRI 108 Advanced Life Science Foods

Advance Life Science Soil AGRI 109 Advanced Plant and Soil Science

Landscape Management II AGRI 164 Landscape Design

Family Consumer Science: Hospitality and Mangament II HOSP 101 Sanitation and First Aid

Culinary Arts and Hospitality II HOSP 105 Introduction to Baking

(Culinary Arts)

Culinary Arts and Hospitality II HOSP 114 Introduction to Hospitality

(Hospitality Management)

\*Possible dual credits depending on teachers credentials.

**ARTICULATED COURSES FOR FRONTIER JR/SR HIGH SCHOOL**

**AND   
PURDUE NORTH CENTRAL COLLEGE ARTICULATED/DUAL CREDITS**

Frontier Jr/Sr High School Course(s)

Indiana University Kokomo

English: ACP English 12 W131/W132

Advanced Speech COM 114

Science: ACP Chemistry CHEM 101/CHEM 121

\*Dual credits from IUK are charged a minimum fee for this college level class. Students must qualify based on GPA of 2.6 or higher to be eligible for the above classes. Each credit has a charge of $25.00.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DOUBLE UP COURSES**

Seniors have the option of attending Ivy Tech Community College under the Double Up Program. This program allows students to attend Ivy Tech and receive both high school and college credits during their senior year. Courses must be selected from the Core Transfer Library (CTL). To do this students must first complete an admissions application to Ivy Tech. Students are also required to take the Compass Placement Exam. This exam may be exempt based on individual scores received on the SAT or ACT.